

Fit *and* Fall Proof™

CLASS LEADER TRAINING MANUAL SECOND EDITION



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CHAPTER I

The Role of Fit and Fall Proof™ and Healthy Aging

Welcome to Idaho's Fit and Fall Proof™ (FFP) Program! The critical success of this program is due to the commitment, capabilities, and compassion of YOU the volunteer. Your efforts can have an enormous impact on the well-being of older adults in small and larger communities throughout the state of Idaho.

The aging population explosion is unprecedented in human history — 10,000 Americans turn 65 every day!

Falls and fall related injuries are a critical “quality of life” issue because of the following:

- ◆ One-third of Americans over the age of 65 fall at least once per year
- ◆ Fall rates increase with age
- ◆ Falls often lead to a loss of independence and a reduced quality of life
- ◆ The cost of falls is more than \$30 billion a year and rising
- ◆ Falls are the leading cause of fatal and nonfatal injuries for the older adult population



*Not everything that counts can be counted.
And not everything that can be counted, counts."*

~Albert Einstein

WHAT CONTRIBUTES TO THE DOWNWARD SPIRAL?

Environmental

- Clutter and tripping hazards
- Slippery rugs or floors
- Poor lighting
- Uneven pathways

Biological

- Nutritional deficiencies
- Balance problems
- Poor vision
- Slower reaction time
- Dizziness
- Poor circulation

Behavioral

- Psychoactive medications
- Taking 4 or more medications
- Alcohol abuse
- Physical inactivity
- History of falls
- Fear of falling

Chronic disease and medical issues

- Diabetes
- Arthritis
- Stroke
- Chemotherapy treatment
- Parkinson's disease
- Dementia

Hypotension*

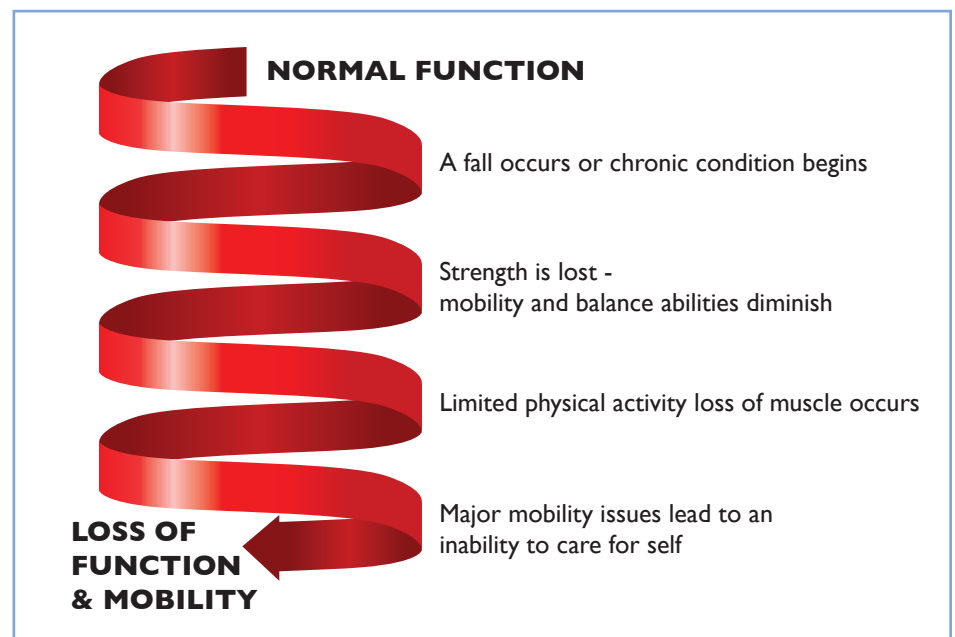
*Sudden drop in blood pressure while standing and may cause fainting or dizziness.

THE STRENGTH-BALANCE-MOBILITY CONNECTION

Anybody can take a fall that could be triggered by missing the last step on a stairway, stumbling over an object in the night or simply not paying attention.

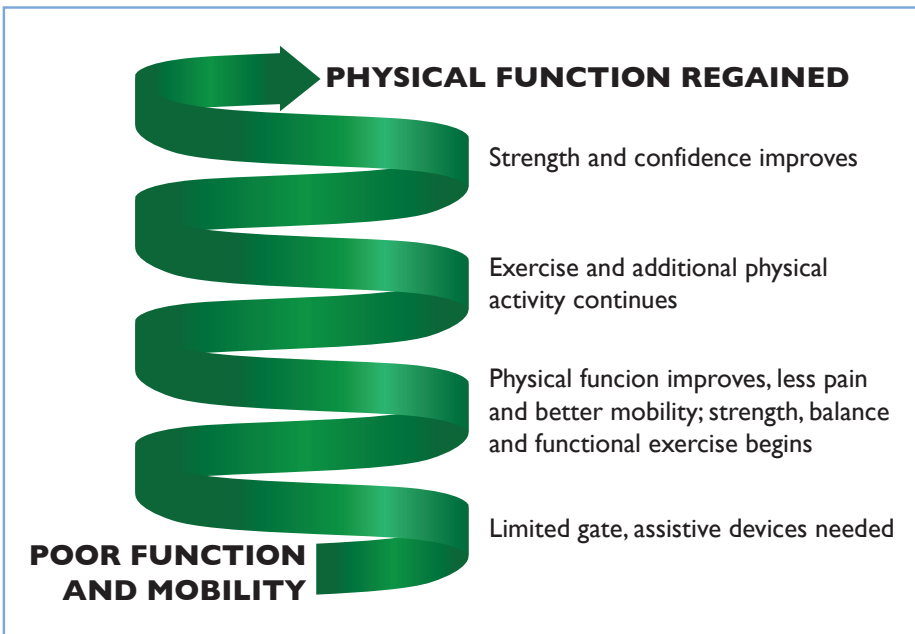
Even if a fall does not result in an injury, the fear of falling can limit activity that creates a de-conditioning spiral like a domino effect.

The following graph demonstrates what occurs when an older adult reduces everyday activities. Mobility and balance diminish, loss of muscle (sarcopenia) intensifies and personal confidence wanes.



THE GOOD NEWS: THE FIT AND FALL PROOF™ PROGRAM CAN HELP REDUCE THE RISK OF FALLING!

The de-conditioning spiral doesn't have to happen. The story can be changed (or at least modified). The following graphic demonstrates how exercises targeted to improve strength, balance, and mobility can create an upward spiral.



WHAT'S HAPPENING IN IDAHO?

- ◆ Idaho's fall death rate is higher than the national rate.
- ◆ Idaho has one of the fastest growing older adult populations in the US, increasing 43% from 2003 to 2013.

*"The goal of life is to die young...
as late as possible."*

~Ashley Montague

FFP — THE VALUE OF YOU, THE VOLUNTEER PRICELESS!

The most valuable skills you bring to the FFP program as a priceless resource are:

- ◆ Compassion
- ◆ Willingness to perform selected responsibilities on the leadership team
- ◆ A positive attitude
- ◆ Available time for class and training
- ◆ Willingness to work with other like-minded people

YOU MAY BE ATTRACTED TO THE PROGRAM AS A VOLUNTEER FOR MANY GOOD REASONS:



*AND IT'S MIGHTY GOOD FOR YOUR
PERSONAL HEALTH AND HAPPINESS LEVELS!*

THERE ARE MANY VOLUNTEER OPPORTUNITIES WITHIN THE FFP LEADERSHIP TEAM — BRING YOUR PASSION AND POSITIVITY!

- ◆ Class leader, often shared with 1–3 other trained, experienced class facilitators
- ◆ Assistant class leader who assumes some of the classroom management strategies, including small teaching assignments
- ◆ Hospitality assistant who may help out with some of the management duties such as greeting participants or taking attendance

Matching your personality preferences, personal interests and your time availability to find the role you will enjoy remains important. Some volunteers may prefer to assume more “behind the scenes” support options while growing competencies and confidence for more visible roles in the job descriptions listed below.

JOB DESCRIPTION FOR THE FIT AND FALL PROOF™ CLASS LEADERSHIP TEAM

- ◆ Plan and implement high quality group training using a broad variety of safe, effective activities recommended in the Fit and Fall Proof™ manual and training
- ◆ Adapt group and individual exercise activities to accommodate varying levels of physical abilities
- ◆ Encourage participation in a helpful way
- ◆ Know FFP and facility policies about safety and contraindicated exercises for common health concerns
- ◆ Insure regular testing, record-keeping and other class management tasks as recommended by the district supervisor
- ◆ Respond effectively to emergency situation (first aid and CPR are recommended)
- ◆ Participation in regular training, class planning and evaluation for continuous improvement
- ◆ Assist and support peer leaders on your teaching team
- ◆ Our most successful classes rely on shared, flexible responsibilities among ALL members of the leadership team

Participating in FFP as a peer leader or class participant gives you permission to prioritize your own self-care — to take the opportunity to move and engage in regular physical activity that feels good to you.

***And the good news is that it's
not too late to reap the benefits!***

POTENTIAL BENEFITS OF PARTICIPATING IN FFP

- ◆ Improved posture
- ◆ Greater strength
- ◆ Improved gait speed
- ◆ Quicker reaction time
- ◆ Reduced risk of falling
- ◆ Improved sensory systems
- ◆ Increased physical activity
- ◆ Greater confidence
- ◆ Increased social interaction

CHAPTER 2

Facilities, Forms and Functions: Necessities for Setting Up a Class

TOPICS AT A GLANCE:

- ◆ Setting Up the Location
- ◆ Know Your Facilities Checklist
- ◆ The First Day of Class Paperwork
- ◆ 8-foot Timed Up-and-Go

SETTING UP THE LOCATION

Classes run for 10 weeks (or more), are 45–60 minutes in duration, and held 2–3 times per week. Your Health District Coordinator will help you find a location for a Fit and Fall Proof™ class and will assist you to set up the dates, times, and duration of the sessions.

The following equipment should be available at the site:

- ◆ Non-skid chairs for all participants
- ◆ First aid kit
- ◆ Site Kit

The Site Kit is provided by the health district and may contain:

- ◆ Class leader notebook
- ◆ CD player
- ◆ Music CD's
- ◆ Attendance sheets and Par-Q forms
- ◆ Locking file box
- ◆ Resistance bands and/or loops
- ◆ 8-foot Timed Up-and-Go materials
- ◆ Playground and/or weighted balls



KNOW YOUR FACILITIES CHECKLIST (KEEP A COPY OF THIS FORM ON FILE)

I. Names and Contact Information of Key Personnel (facility and program directors, custodians, etc.):

II. Review Specific Facility Rules and Emergency Procedures:

Where is the first aid kit? _____

III. External Access to Exercise Room:

Handicapped accessible: ☐ Yes ☐ No Hand rails: ☐ Yes ☐ No

Clear walkways (shoveled in the winter): ☐ Yes ☐ No

IV. Exercise Room – Do you have access to the following:

Exercise room – Are keys needed? _____

Temperature control location: _____

Lighting controls location: _____

Restrooms for the participants: ☐ Yes ☐ No Access to water: ☐ Yes ☐ No

Phone for emergencies: ☐ Yes ☐ No Cleaning equipment (broom, dustpans, etc.) ☐ Yes ☐ No

V. Exercise Area:

Space – Is there room to move? ☐ Yes ☐ No

What movement patterns could you use? _____

Are the floors non-skid? ☐ Yes ☐ No Obstructions? ☐ Yes ☐ No

Loose cords? ☐ Yes ☐ No Unattached carpets/rugs? ☐ Yes ☐ No

Note: You may need to tape down carpets or cords that cannot be removed.

VI. Equipment – Is the site kit available? Where is it stored? Do you have enough of the following:

Par-Q Forms: ☐ Yes ☐ No Emergency contact form: ☐ Yes ☐ No Lesson plan: ☐ Yes ☐ No

Assessment tools: ☐ Yes ☐ No Stopwatch: ☐ Yes ☐ No Pencils: ☐ Yes ☐ No

Chairs (Are they sturdy and non-skid?): ☐ Yes ☐ No

Music System (Make sure you try it out and work with it before class): ☐ Yes ☐ No

CDs/tapes: ☐ Yes ☐ No Resistance bands: ☐ Yes ☐ No

Additional items: _____

Please note that the top of the PAR-Q says that it is for individuals' ages 15–69 years of age. HOWEVER, this is a standard exercise readiness form that is commonly used for all ages.

IT'S NEVER TOO LATE TO START EXERCISING!

The older we get, the less active we become. Nearly 35 % of people 75 and older are inactive, according to recent data published in the September, 2016 CDC's *Morbidity and Mortality Weekly Report*.

Changing from being inactive to active, regardless of age, is beneficial for maintaining independence and mobility. However, just to make sure this program is right for you and your participants, please take the time to complete clearance forms on the following pages.

THE FIRST DAY OF CLASS PAPER WORK

All class participants need to complete the Physical Readiness Questionnaire (Par Q), the medical clearance and the Fit and Fall Proof™ Emergency Contact Information prior to beginning the exercise class. The forms can be found on the following pages.

The PAR-Q & You form is used to identify potential health problems. If a participant answers “yes” to any of the questions, please encourage them to see their health care provider before beginning to exercise. The forms for all participants are to be stored in a locked file box (recommended) and accessible for all of the FFP class leaders.

*“First we make our habits,
then our habits make us.”*

~Charles C. Noble

Fit and Fall Proof™ Emergency Contact Information

Name _____

Age _____ Date _____

Address _____

City / State / Zip Code _____

Home Phone _____

Personal Physician _____

Physician Phone _____

In case of emergency, please contact _____

Relationship _____ Phone _____



*"Things start out as hopes
and end up as habits."*

~Lillian Hellman



2 - Facilities

STATEMENT OF MEDICAL CLEARANCE FOR EXERCISE

Participant's Name _____

Address _____

Date of Birth _____

Diagnosis _____

Physician's Name _____

Address _____

Telephone Number _____

YES, my patient _____, has no current unstable medical problems that are a contraindication to participating in an exercise or resistance-training program. I approve of and support his or her participation in this progressive strength, balance, and flexibility-training exercise program.

NO, my patient, _____, is not eligible to participate in the exercise program due to his or her current medical status.

Comments:

Please indicate any special recommendation or specific comments:

Physician's Signature _____ Date _____

From Exercise for Frail Elders by E. Best-Martini and K.A. Botenhausen-Dinova, 2003, Champaign, IL: Human Kinetics.

PAR-Q & YOU**(A Questionnaire for People Aged 15 to 69) Page 1 of 2**

Regular physical activity is fun and healthy, and increasingly more people are starting to become more active every day. Being more active is very safe for most people. However, some people should check with their doctor before they start becoming much more physically active.

If you are planning to become much more physically active than you now are, start by answering the seven questions in the box below. If you are between the ages of 15 and 69, the PAR-Q will tell you if you should check with your doctor before you start. If you are over 69 years of age, and you are not used to being very active, check with your doctor.

Common sense is your best guide when you answer these questions. Please read the questions carefully and answer each one honestly: check YES or NO.

		Yes	No
1	Has your doctor ever said that you have a heart condition and you should only do physical activity recommended by a doctor?		
2	Do you feel pain in your chest when you do physical activity?		
3	In the past month, have you had chest pain when you were not doing physical activity?		
4	Do you lose your balance because of dizziness or do you ever lose consciousness?		
5	Do you have bone or joint problem that could be made worse by a change in your physical activity?		
6	Is your doctor currently prescribing drugs (for example, water pills) for blood pressure or heart condition?		
7	Do you know of any reason why you should not do physical activity?		

If you answered YES to one or more questions, talk with your doctor before you start becoming much more physically active or **BEFORE** you have a fitness appraisal. You may be able to do any activity you want – as long as you start slowly and build up gradually. Or you may need to restrict your activities to those that are safe for you. Talk with your doctor about the kinds of activities you wish to participate in and follow his/her advice. Find out which community programs are safe and helpful for you.

If you answered NO to all questions, you can be reasonably sure that you can start becoming more physically active – begin slowly and build up gradually. This is the safest and easiest way to go. You can take part in a fitness appraisal – this is an excellent way to determine your basic fitness so that you can plan the best way for you to live actively. It is also highly recommended that you have your blood pressure evaluated. If your reading is over 144/94, with your doctor before you start becoming much more physically active.

DELAY BECOMING MUCH MORE ACTIVE: If you are not feeling well because of a temporary illness such as a cold or a fever, wait until you feel better; or if you are or may be pregnant, talk to your doctor before you start becoming much more active.

PAR-Q & YOU

(A Questionnaire for People Aged 15 to 69) Page 2 of 2

Please Note: If your health changes so that you then answer YES to any of the above questions, tell your fitness or health professional. Ask whether you should change your physical activity plan.

I, _____, hereby agree to the following:

1. That I am participating in Fit and Fall Proof™ exercise classes offered by the Idaho Department of Health & Welfare.

I recognize that these classes require physical exertion, which may be strenuous and may cause physical injury and that I am fully aware of the risks involved.

2. I understand that it is my responsibility to consult with a physician prior to and regarding my participation in exercise classes. I represent and warrant that I am aware of any physical or medical conditions that may limit my participation in exercise classes.

3. In consideration of being permitted to participate in exercise classes, I agree to assume full responsibility for any risks, injuries, or damages, known or unknown, which I might incur as a result of participating in the program.

4. In further consideration of being permitted to participate in exercise classes, I knowingly, voluntarily and expressly waive any claim I may have against the Idaho Department of Health & Welfare, its employees, independent contractors, and exercise class site administrators for injury, damages or loss that I may sustain as a result of participating in exercise classes.

I have read the above release and waiver of liability and fully understand and acknowledge its contents. I voluntarily agree to be bound by the terms and conditions stated above. I have read, understood and completed this questionnaire. Any questions I had were answered to my full satisfaction.

NAME _____

SIGNATURE _____

DATE _____

WITNESS _____

NOTE: This physical activity clearance is valid for a maximum of 12 months from the date it is completed and becomes invalid if your condition changes so that you would answer YES to any of the seven questions.

You are encouraged to copy the PAR-Q if you use the form in its entirety.

Informed Use of the PAR-Q: The Canadian Society for Exercise Physiology, Health Canada, and their agents assume no liability for persons who undertake physical activity, and if in doubt after completing this questionnaire, consult your doctor prior to physical activity.

THE PRE/POST-ASSESSMENT: 8-FOOT TIMED UP-AND-GO

The purpose of the 8-foot Timed Up-and-Go, or TUG test, is to measure balance, walking speed, and functional mobility. Participants will stand from a chair, walk around a cone 8 feet away and return the seated position. *This pre-post assessment is incredibly important!* The information is part of ongoing evaluation of FFP's effectiveness and is used justify continued financial support. TUG scores also indicate improvement and/or maintenance of the participant's function and mobility.

All participants must complete the TUG test on the first day of class and at the end of the 10 week session.

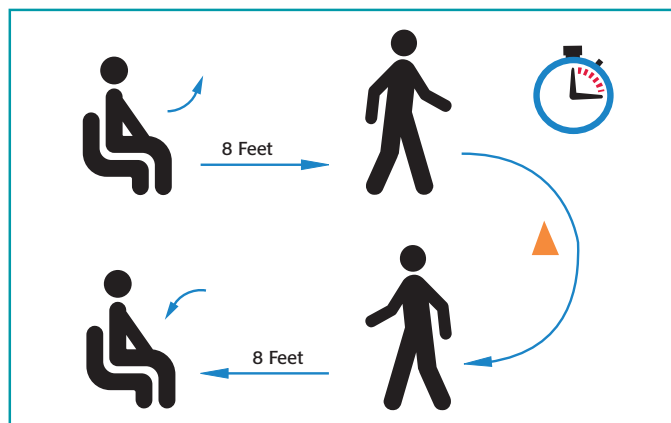
Equipment needed: stopwatch, cone, chair placed against a wall and measuring tape or 8 foot measuring string.

Instructions for test set up:

- ▶ Choose area with adequate floor space and smooth floor/carpet
- ▶ Place chair against a wall to prevent tipping
- ▶ Measure from forward edge of front leg of chair out to 8 feet
- ▶ Place cone (centered in front of the chair) at far end of the 8 feet
- ▶ Remove string/measuring tape to prevent tripping

Test Instructions

- ▶ Read the script each time TUG test is conducted
- ▶ A demonstration of the task and practice session may be given
- ▶ Participants may use their customary walking aids if needed
- ▶ Time from the word "go" until they are seated
- ▶ Enter participant scores on Attendance/Record sheet



TUG SCRIPT

"Begin the test seated with your back against the chair, arms resting at the side or on thighs.

On the word "go" stand up and walk at your *normal walking pace* around the cone and return to the seated position."

NOTE:

Volunteer team members can assist you with the assessment by recording scores and taking class attendance.

CHAPTER 3

Know Your Participants

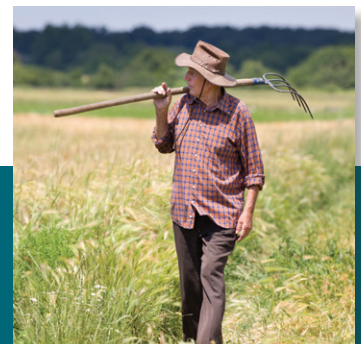
TOPICS AT A GLANCE:

- ◆ Functional Activity Classifications
- ◆ Rethinking Why We Exercise
- ◆ Our Words Matter
- ◆ Overcoming Activity Obstacles

Aging is a complex process that blends many variables together: heredity, gender, past physical experiences, lifestyle and presence of chronic conditions. There are dramatic differences in how people age. One 65-year-old farmer may do hard physical labor regularly while his neighbor of the same age can't lift a 10-pound bag of potatoes. For one 75-year-old a personal fitness goal may be to jog a marathon; for another, it's getting out of a chair without assistance.

Functional age, rather than chronological age, can be a better snapshot to determine one's ability to perform everyday activities in a freely chosen independent lifestyle. In general, people who engage in physical activity regularly have lower functional ages than people who remain sedentary with the same number of birthdays.

As a class leader, you will see many functional levels within the same class and sometimes within the same participant! It is important to be sensitive to the needs and levels of current abilities among participants. The challenge and opportunity as a class leader, will be to develop your skills to modify activities.



FUNCTIONAL ACTIVITY SKILL LEVELS

Use the following functional skill levels to guide your instruction.

GOLD - Level 1

- ◆ Participants who have sufficient balance and strength to complete most standing activities with good posture
- ◆ Committed to stay participants are motivated physically active to support meaningful life activities
- ◆ Exercises regularly (at least twice a week) for health enjoyment and well being outside a FFP class
- ◆ May use a dynamic FFP class as one aspect of a variety of weekly physical activities
- ◆ Seeks involvement, social interaction, and personal growth opportunities

SILVER - Level 2

- ◆ May require a mixture of standing alone, standing with chair support and occasional seated activities
- ◆ Range from fairly active to significantly concerned with diminished levels of balance, changes in activity levels, and management of chronic conditions
- ◆ Performs light work and all independent activities of daily living
- ◆ May be without debilitating symptoms of major chronic disease
- ◆ Seeks involvement, social interaction, and growth opportunities but may have some anxiety attached to a previous fall or near fall

“If you tell a person’s age
and nothing else, then you’ve
told me nothing.”

~Michael Hewitt,
exercise physiologist

BRONZE - Level 3

- ◆ Participants whose comfort activity is primarily chair-sitting, occasional standing alone, or standing between two chairs with support. Anyone of these can offer a viable way to increase balance and strength in more dynamic ways
- ◆ Engages in limited activities but does perform basic activities of daily living successfully
- ◆ May use assistive devices to move around
- ◆ May be managing pain and discomfort from debilitating diseases like arthritis and diabetes
- ◆ Seeks positive interactions with others
- ◆ May be experiencing warning signs attached to falls:
 - ▶ A fall in the previous six months
 - ▶ Holding onto furniture or wall while walking
 - ▶ Dizziness, weakness or frailty
 - ▶ Fear of falling
 - ▶ Interactions of multiple medications

THE GOOD NEWS:

YOU and class participants will see positive changes and lower risks for falling with regular class attendance and home practice.

RETHINKING WHY WE EXERCISE: FEELING GOOD NOW (WHY PEOPLE STAY IN YOUR CLASS)

Benefits of joining a FFP class and incorporating physical activity into daily lives may be more motivating if we remove the compliance factor — the “don’ts”, the “should’s”, the “oughts” and the “have to’s”. Instead, if we focus on immediate “quality of life” rewards, we are more likely to sustain behaviors that are essential to daily life in noticeable ways... like feeling good right NOW.

A long term goal like preventing a fall may spur us to join a FFP class but we are much more likely to keep moving when the activity is reinforced immediately with:

- ◆ The pleasure of interacting in a socially supportive environment
- ◆ The enjoyment of achieving small goals in the class such as increasing the time balancing on one foot
- ◆ The relief in the moment from reduced pain in sensitive joints after activity

Effective ways you can empower participants using positive messaging in the class include:

1. Conduct classes with competency and humor as a colleague.
2. Give out compliments that you mean. Most people see straight through phony compliments so avoid using them. Speak and act honestly. If you believe in your words and actions, others will respond and foster an atmosphere of trust.
3. Actively listen to others and make a point to look at their eyes as you listen to their words. Encourage conversations before and after class to avoid lapses in actively conducting the class but still give attention to students.
4. Be aware of body language that sends a strong message. Having your arms folded across your chest while you talk, as one example, shuts your partner in the communication process out.
5. Give encouragement rather than criticism. Dale Carnegie said, “Abilities wither under criticism; they blossom under encouragement.”
6. Call your participants by name. Using terms like “honey,” “sweetie,” and “dear” for an unfamiliar older person carries a negative connotation.

3 - Participants

OUR WORDS MATTER

A message focused on “staying healthy and independent” is more motivational than one focused on “prevent hip fractures and injury.” Too often language used to describe people in their late fifties and beyond is loaded with negative connotations. Words like frail, geezer, old coot, blue hair, over the hill, and elderly are not appealing or appreciated by many of our participants (the reason Elderhostel got rid of “elder” and became Road Scholars.)

As a class leader, the tone in which you communicate has powerful implications.



Instructor feedback is a critical factor in encouraging older adults to stay in the program rather than dropping out.

OVERCOMING ACTIVITY OBSTACLES

KEEP MOVING is a well-documented recommendation for aging well. Despite the recognized activity benefits for older adults, more than 40% of adults, 65 years and older, participate in no leisure time physical activity at all. This limitation generally increases with age, more so for women than men, where obstacles can simply interfere with good intentions.

MOST COMMON OBSTACLES

Obstacle	Causes	Common Message	What you could say
Tendency to do nothing	Lack of Motivation	"I'm too old"	"Exercise will help you feel younger"
	Feelings of Helplessness	"It's too much trouble"	"You are worth it!"
	Perceived lack of ability	"I hate getting started"	"Start slowly and go from there"
	Lack of Confidence	"I am afraid"	"Using a chair will give you support"
Changing Health Status	Injury/increased recovery time	"I'm afraid of hurting myself"	"Gradually increase how much and how hard you exercise"
	Fear of falling	"I don't want to fall"	"Go at your own pace"
	Escalating chronic condition challenges	"I don't have the energy"	"Exercise will give you energy"
	Depression/isolation	"No one cares, why bother"	"You will love all of the support we have in our class"

The more we validate common obstacles, the easier it is to do nothing. Then we miss the opportunity to create new thought patterns that support healthy habits and new possibilities for daily living.

Focus on what you can do now and not what you can no longer do. It is important to stay active in spite of limitations.

"Exercise can literally mean the difference between life and premature death; between living at home or in a nursing home; between enjoying life or merely enduring it."

~ MacArthur Foundation - Report on Fitness and Aging

CHAPTER 4

GETTING READY: Fitness Basics for an Effective, Safe Workout

TOPICS AT A GLANCE:

- ◆ Safety First
- ◆ Posture Power
- ◆ Core Basics
- ◆ The Breath
- ◆ General Guidelines for Clothing/Shoes
- ◆ In Case of a “Life Event” Emergency
- ◆ About Medications
- ◆ Monitoring Exercise Exertion
- ◆ Hydration

TEN TIPS FOR EXERCISING SAFELY

Consider safe and effective guidelines that apply for any healthy participant who may be managing a chronic condition, a joint replacement, a medication adjustment or a gradual return to activity after an absence.

1. Wear comfortable clothing and choose appropriate shoes for exercise
2. Listen to your body. Know the difference between healthy and unhealthy reactions to physical activity. If an activity hurts, stop
3. Stay hydrated in cold and warm weather by drinking water before, during and after exercise



*"If we could put exercise into a pill, we would
have our first great anti-aging medication."*

~ Dr. Robert Butler, Founding Director of the National Institute on Aging

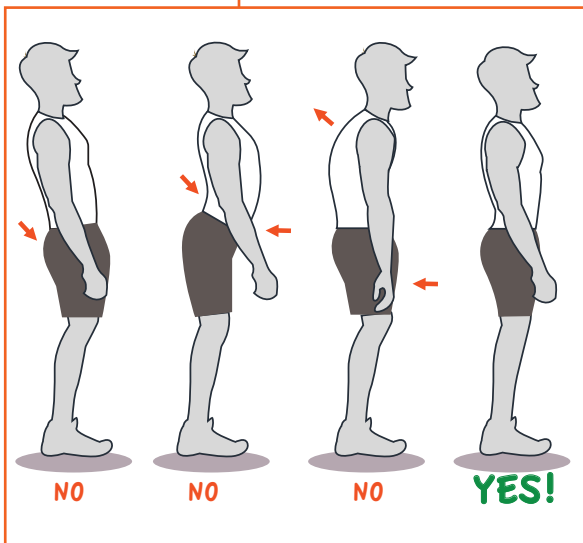
4. Maintain good posture
5. Avoid holding your breath during more challenging exercises. Maintain a regular breathing pattern during all phases of an exercise
6. Vary your exercise routine: seek balance between muscle groups—left side/right side and front/back. Gradually increase intensity to maximize results
7. Avoid wearing perfumed body products that can activate an allergic reaction in susceptible exercise partners. As body temperature rises, perfumes become more intense
8. Incorporate good nutrition, like a healthy breakfast, before you participate in an exercise program
9. Set exercise goals that are slightly challenging, but reachable
10. Practice exercises at home to sustain improvements

Reactions to Physical Activity

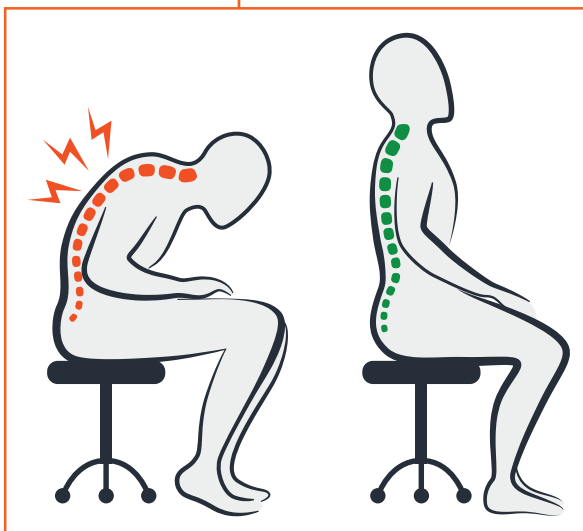
Normal Reactions	<p>Increased depth and rate of breathing</p> <p>Increased heart rate</p> <p>Mild sweating</p> <p>Dull ache as muscle becomes fatigued (relieved after exercise)</p> <p>Delayed muscle soreness that gradually abates</p>
Unhealthy Reactions	<p>Persistent or intense muscle or joint pain that starts during workout</p> <p>Chest pain or heart palpitations</p> <p>Severe shortness of breath</p> <p>Numbness or tingling in an arm or leg</p> <p>Abnormal pain</p>

POSTURE POWER

Daily patterns while sitting, standing, sleeping or performing activities of everyday living have a cumulative effect on posture changes as we age. Although some of the changes are inevitable, awareness and attention to maintaining good posture can enhance movement efficiency and reduce the risk of a fall or a near-fall.



- ◆ Ear in line with shoulders
- ◆ Chin parallel to floor
- ◆ Shoulders rolled back and down
- ◆ Chest lifted
- ◆ Slightly tucked abdominals
- ◆ Knees “soft”
- ◆ Feet comfortably apart



- ◆ Chin parallel to floor
- ◆ Chest lifted
- ◆ Spine assumes natural curve
- ◆ Legs parallel to floor and shoulders aligned over hips
- ◆ Knees flexed 90°
- ◆ Feet flat on floor and comfortably apart

**Avoid sitting in same position for long periods.
Once you have found a chair you really love...
LEAVE IT...OFTEN.**

Most people have specific muscles that are underdeveloped and weaker due to many factors: specific postural types and common issues attached to that type, behavior patterns, chronic health concerns, previous injuries, obesity and sedentary lifestyles.

Do incorporate posture cues in every class, using positive terms such as “lift up your chest” or “stretch your spine tall” as opposed to “don’t slump.”

Here are some posture tips to use as sample cues:

- ◆ Let neck lengthen, chin slightly in
- ◆ Keep the three curves of back (at the neck, shoulder blades and lower back) in good alignment
- ◆ Breathe naturally and comfortably
- ◆ Drop shoulders back and down as if you are easing them into back pockets
- ◆ Open your chest or “make your chest proud”
- ◆ Think of hips as a bucket carrying water. Avoid sloshing the water out of the bucket in front, back and to each side
- ◆ Imagine a string pulling the head up from the ceiling
- ◆ Stretch the space between earlobes and shoulders
- ◆ “Make your pants loose” or “hollow out your belly button” to engage abdominals
- ◆ Lengthen belly between the bottom of rib cage and hip bones
- ◆ Keep your knees slightly soft, floating your weight over the center of your ankles
- ◆ Keep thumbs facing forward when hands are at one’s side

EASY TIP

Try this posture power action:
If you put an *imaginary* 5-pound weight on your head and you gently push up against the resistance, your neck posture will improve. This image of weight helps to balance and stabilize your head and neck.

CHECK POSTURE FROM A FRONT VIEW

This activity can be done with a partner to bring greater awareness to posture with a quick evaluation.

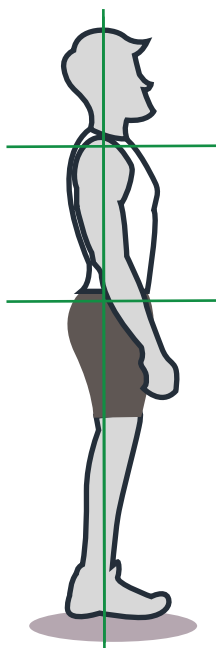
Partner A stands directly in front of Partner B reacting to cues from class leader or making the observation with this checklist.

Good Posture

- ☐ Are shoulders down and back?
- ☐ Is the head held straight?
- ☐ Are shoulders level?
- ☐ Are the spaces between arms and sides equal?
- ☐ Are hips level?
- ☐ Do kneecaps face straight ahead?
- ☐ Are ankles straight?

Poor Posture

- ☐ Are shoulders elevated?
- ☐ Is head tilted to one side?
- ☐ Is one shoulder lower than the other?
- ☐ Are the spaces between arms and sides unequal?
- ☐ Is one hip higher than the other?
- ☐ Do either of the knees turn in or out?
- ☐ Do ankles roll in?



CHECK POSTURE FROM A SIDE VIEW

Good Posture

- ☐ Is the head held erect?
- ☐ Is the chin parallel to the floor?
- ☐ Are shoulders in line with the ears?
- ☐ Is the chest held slightly elevated and the upper back erect?
- ☐ Is the abdominal wall in?
- ☐ Does the lower back have a slight forward curve?
- ☐ Are knees relaxed, not locked?

Poor Posture

- ☐ Does the head slump forward?
- ☐ Does the chin tilt up with the head held back?
- ☐ Are shoulders drooped forward or pulled back?
- ☐ Is the chest sunken in and your upper back rounded?
- ☐ Does the abdomen sag?
- ☐ Is the lower back flat or does it curve forward into a hollow back?
- ☐ Do knees bend forward or are they thrown backwards into locked position?

CHALLENGING THE CORE

The 29 muscles comprising the abdominals, lower back, hips and pelvis make up the core, a muscular corset that stabilizes the entire body. Everything you do from walking, lifting, standing, sitting up straight or basic acts of daily living like bending over to put on a shoe call on the core as a power source to:

- ◆ stabilize the spine
- ◆ open the breath airways
- ◆ improve posture
- ◆ reduce potential for back pain and injury

Signs of a weak core are:

- ▶ Poor posture, including slouching, forward head, rounded shoulders and excessive arching in the lower back (swayback)
- ▶ Back pain caused by putting too much pressure on the vertebrae, discs, and the spinal column
- ▶ Muscle weakness that will be felt in arms and legs rather than your core

Challenge the core with these options:

1. Exercise in a slow, controlled manner, including one leg stands, squats, lunges and tai-chi walking. Avoid using momentum when you can
2. Draw abdominal muscles toward your spine. Remind yourself to level the pelvis and engage the abdominals whenever you are standing or sitting. Practice everywhere
3. Do “belly breaths” in combination with walking or other activities. Inhale as you push the belly out and exhale as you suck in your belly toward the spine
4. Do frequent posture checks throughout the day and make necessary adjustments
5. Improve your core with regular resistance exercises to offset muscle loss (sarcopenia) associated with the aging process

Core Muscle Location and Function

Abdomen:

- Flex/bend the trunk forward
- Support and stabilize abdominal wall
- Posture
- Rotate the trunk

Sides:

- Rotate the trunk

Back/spine:

- Extend, rotate, and stabilize spine
- Stand upright

Lower back and buttocks:

- Flex the trunk to sides
- Stabilize the pelvis

Pelvis/hips:

- Rotate pelvis, bend at hips, stabilize body while standing, balance

As core strength improves, so does dynamic balance!

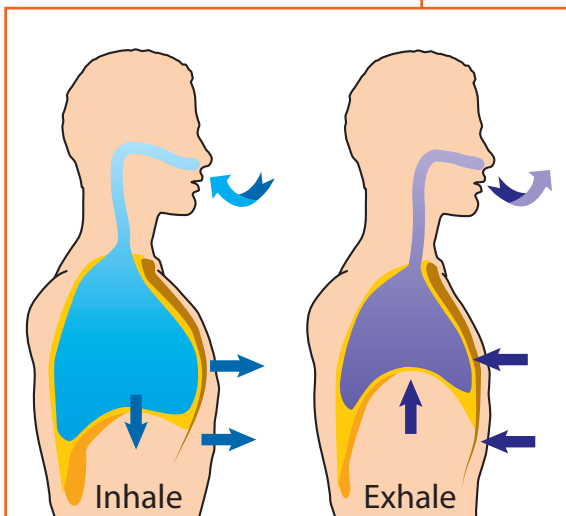
MASTER THE KEGEL EXERCISE AND USE IT DAILY

You may remember your doctor recommending the Kegel to aid the stress incontinence following pregnancy and childbirth. Benefits for both men and women are important to counteract weakened pelvic floor muscles due to aging, surgery, straining with constipation, being overweight, chronic coughing or prostate issues. Kegel exercises also minimize one common barrier to exercise adherence that we are often embarrassed to mention: urinary leaking during physical activity.

Purpose: To strengthen the hammock-like pelvic floor from the pubic bone to the tail bone.

How to do it: Find the right muscle, the ones that stop the urine flow completely once it starts during urination. Once you have identified the pelvic floor muscles, you can do the technique anywhere.

- ▶ Tighten pelvic floor muscles while pulling navel in toward the backbone
- ▶ Hold 5 seconds then release
- ▶ Work up to the “10 second hold”
- ▶ Avoid flexing thighs and buttocks at the same time
- ▶ Avoid holding your breath
- ▶ Repeat frequently throughout the day



THE BREATH

“Good breathing” is not an automatic process. Many of us are persistent shallow breathers using only the upper chest rather than our full lung capacity. Shallow breathing in conjunction with poor posture and tense muscles restricts blood flow and may cause undue fatigue.

Good breathing practices benefit health. Review breathing and relaxation in the Exercise Directory for ways to incorporate breathing into every class session.

GENERAL GUIDELINES FOR CLOTHING AND SHOES

- ◆ Select clothing — shirts, t-shirts, pants, or shorts — that is comfortable, allowing a full range of motion for all joints
- ◆ Maximize comfort and minimize potential for injury in shoe selection. As gentle as walking is, feet and legs absorb a blow equivalent to twice your body weight with every step
 - ▶ Choose well-fitting shoes with firm, non-skid soles. When standing, your shoe should have a half-inch gap between the longest toe and the shoe's toe box
 - ▶ Avoid shoes that mark the floor
 - ▶ Wear the same kind of socks you wear when exercising when trying out new shoes
 - ▶ Replace workout shoes as cushioning wears out



What You Can Do in Class

As a class leader consider using shoe and clothing reminders during screening and pre-assessment segments of the class.

DID YOU KNOW?

The way your foot moves after it strikes the ground tells much about the kind of shoe that would be best for your foot. Ask your doctor, physical therapist or podiatrist about the best type of shoe for your feet from stable or flexible soles and extra cushioning to absorb impact.

IN CASE OF “LIFE EVENT” EMERGENCY

Someone in your class could die or experience traumatic life event. You might hear comments like: “But, she seemed fine last Monday” or “I can’t believe it, I just talked to him yesterday.”

As the class leader, you can show dignity and respect with a class announcement and brief “sharing time” to mobilize acts of caring as part of an adjusted class activity plan.

When such a crisis occurs, celebrating the friendship of the person who has experienced the catastrophic event or death remains important to remaining class members. Continuing the class with compassion can defuse some of the discomfort felt by class members and strengthen the spirit of community during a difficult moment.

ABOUT MEDICATIONS

Some medications or adjusting medication routines can cause an adverse effect during exercise. For example, blood pressure-lowering medication may lead to hypotension during exercise (a sudden drop in blood pressure that can cause dizziness or fainting).

Although older adults take medications for positive outcomes, side effects of some medications can cause dizziness, slow responses and lack of concentration or alertness. Taking a combination of prescriptions and over-the-counter medications can increase fall potential, particularly if the participant takes 4 or more prescription drugs, uses different pharmacies to fill prescriptions and takes medications more than once a day. You, as the class leader, will not know about the participant’s private medication usage but medication reactions will be one of the most common challenges appearing during class.

Consider these general guidelines:

- ◆ Watch for any signs of discomfort, abnormal muscular-skeletal pain, swollen joints, elevated heart rate, red face, shortness of breath or unusual fatigue
- ◆ Remind students to stop exercise or proceed with great caution if any discomfort persists
- ◆ Create adequate cool down periods that gradually restore heart rate and blood pressure to resting levels
- ◆ Ask “Are you O.K.?” If any participant appears to be experiencing some kind of discomfort

MONITORING EXERCISE EXERTION

The *Talk Test* is successfully used as a valid measure of individual exercise intensity. Encourage participants to exercise and still carry on a conversation.

Low Level: Participants can talk easily to each other or sing a song without pausing to take a breath. In this case, they may want to pick up the pace.

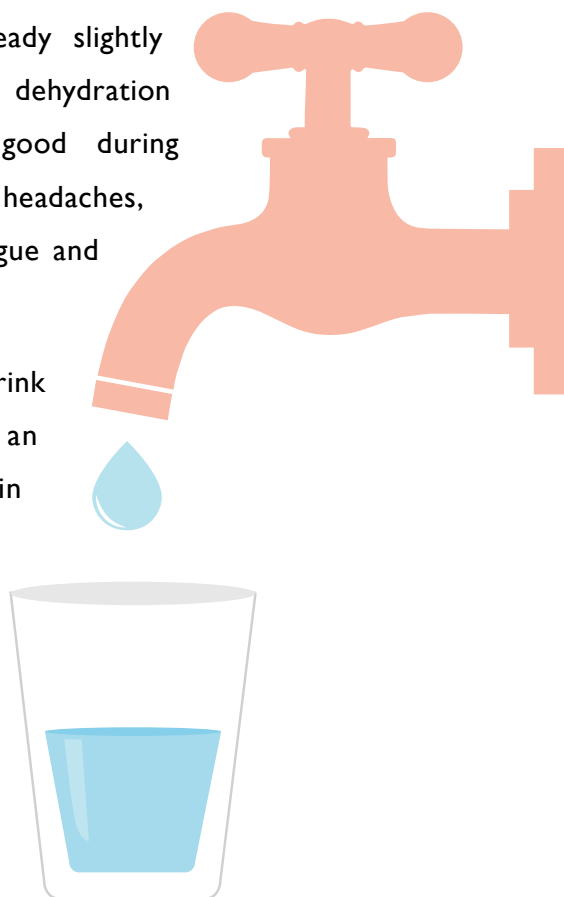
High Level: If participants are trying to catch their breath and can't talk, they are working at too high a level and need to reduce their level of intensity.

During the most vigorous segments of the class, participants should be able to exercise to the point that they are able to get 3–5 words out per breath and hold a comfortable or slightly huffy conversation.

HYDRATION

As we age, our thirst sensation decreases and our ability to regulate fluid levels becomes less efficient. When we feel thirsty, our body is already slightly dehydrated. Early signs of dehydration can interfere with feeling good during an exercise session, including headaches, undue mental and physical fatigue and dizziness.

Encourage participants to drink water before, during and after an exercise session to remain properly hydrated during both summer and winter seasons. In addition, good nutrition before the class session like a good breakfast is helpful to ensure workout comfort.



EASY TIP

Pass along this easy tip to assess hydration levels if you feel comfortable doing so: observe the color of urine. If urine is dark-colored and scant rather than pale yellow, a person is not replacing enough fluid. Please note: urine color can be affected by certain foods, vitamin supplements or medical treatment.

CHAPTER 5

Preventing Injuries

TOPICS AT A GLANCE:

- ◆ Basic Responses to Exercise
- ◆ Selected Chronic Conditions and Safety Issues
- ◆ Exercises to Never Do
- ◆ Safely Picking Up Objects From the Floor
- ◆ Strategies for Safe Exercise



The benefits of exercise for older adults far outweigh the potential risks. It is important to make sure that the exercises are safe and can be adapted for all. The exercises for the FFP program have been specifically selected to provide the greatest benefits but it is up to you, the class leader, to work with your participants. Encourage them to “listen to their body” and modify the exercises where needed.

“Little things make big things happen”

~John Wooden

BASIC RESPONSES DURING AND AFTER EXERCISE

When an individual begins an exercise program the muscles, ligaments, tendons, bones and joints will adapt. Most adaptations to exercise will be positive and will improve physical function. The following table covers potential sensations your participants may feel during and after exercise and possible solutions.

BASIC RESPONSES TO EXERCISE		
Sensation	Potential Concern	Solution
Muscle fatigue during and after exercise but disappears a few hours after exercise	Normal response. Indication that muscles have been worked	Rest, gentle stretches, drink fluids
Delayed muscle soreness after exercise lasts a day or two but goes away	Normal response	Rest, gentle stretches
Soreness near a joint	Overuse, arthritis flare, pinched nerve	Stop the exercise causing the soreness. Modify or find an alternative exercise. PRICE
Joint pain or swelling	Injury	Stop exercise, protect the joint, PRICE and consult health care provider

Selected Chronic Conditions and Safety Recommendations

A majority of participants will be dealing with one or more chronic conditions. While some participants may be very aware of their limitations, others may not even know they have a chronic condition.

Exercise benefits older adults with chronic conditions but there are specific concerns and exercise modifications that can be addressed. In order to keep your entire class safe review the following table for prevention recommendations.

The PRICE rule:

Protect the injured area

Rest by decreasing activity

Ice should be applied to reduce swelling

Compression should be firm but not too tight. Wrap injured area with a flexible bandage

Elevation to reduce blood flow to the injured area

Resume gentle stretching and strengthening exercises as the swelling and discomfort goes away

DID YOU KNOW?

92% of older adults have one chronic disease.
77% of older adults have at least two chronic conditions.

(Reference: NCOA Healthy Aging Facts downloaded 2/21/2016)

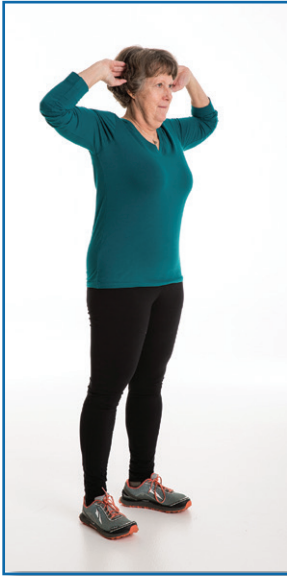
5 - Prevent Injury

SAFETY RECOMMENDATIONS FOR CHRONIC CONDITIONS

Condition	Preventive Actions	Warning Signs	Actions
Cardiovascular Disease, High Blood Pressure and Related Conditions Enlist your team to help monitor participants.	Warm up slowly; Hold weights below shoulder level; Alternate arms overhead & down; Adjust pace; Rest when needed.	Shortness of breath; Chest pain or pressure; Ashen appearance; Dizziness; Nausea; Back, arm, or jaw pain.	Stop exercise; Keep them comfortable; CALL 911 immediately.
Diabetes: Exercise is beneficial. Tingling or numbness in feet may disrupt balance.	Speak privately and ask where they keep their glucose tablets/sugar; Encourage proper footwear to reduce sores; Use support during balance activities; low intensity exercises with frequent breaks.	Tremendous fatigue; Diminished balance/mobility; Incoherent words or actions; Fainting.	Offer glucose tablets; CALL 911 immediately; Keep them comfortable.
Osteoporosis: Assume ALL participants have thinning of the bones.	Support the back when bending forward; AVOID jerky high impact exercises.	It can be asymptomatic.	Slow, controlled actions.
Arthritis: Primary cause of disability for older adults. Exercise reduces pain and limits joint damage. If pain lasts more than two hours post exercise they have done too much and need to lower their intensity for the next class.	Warm up slowly; Encourage an extended warm up period; Relax gripping motions frequently.	Inflammation, redness or swelling of joint; Pain more than two hours after exercise.	Use PRICE for persistent pain or swelling; Warm compress may work; Continue exercise of uninvolved joints/limbs.
Joint Replacements: More common than in the past.	Follow surgeons recommendations for exercise!! Use only low impact exercises.	Abnormal pain.	Encourage participants to listen to their bodies.
Hypotension Dizziness/fainting may occur with quick posture changes, i.e. standing quickly from a sitting or lying position.	Change posture positions slowly; Encourage use of a chair for support; Cool down after strenuous exercise. Monitor participants for loss of balance/dizziness.	Loss of balance or dizziness after changing posture positions.	Sit them down until dizziness passes; If it persists encourage them to see their health care provider.

EXERCISES TO NEVER DO!

There are some exercises that should never be done in the FFP class because the potential to cause harm is very high.



Do

Keep fingers and elbows out to the side of the head



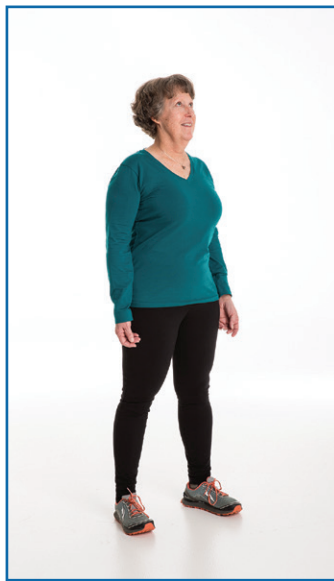
Do

Place fist or pretend an orange is below chin when looking down



Never Do

Excessive head flexion



Do

Tilt head back slightly and look up with eyes



Never Do

Excessive backward bending of the neck (hyperextension)

5 - Prevent Injury



Do

Correct back posture



Never Do

Excessive bending
backward while standing



Do

Correct back posture



Never Do

Excessive bending backward while sitting



Do

Gentle seated turn



Never Do

Twisting and bending toe touch can cause injury to the lower back



Never Do

Standing Toe Touch

5 - Prevent Injury



Do

Straight back hamstring stretch



Never Do

Curved back hamstring stretch



Do

More effective hamstring stretch with a straight back



Never Do

Seated curved back hamstring stretch



Do
Modified quad stretch



Never Do
Poor posture and excessive
bending of knee



Do
Turn palms up when lifting
arms above the shoulders to
prevent shoulder pain



Never Do
Side lifting arms above the shoulders
with palms down

5 - Prevent Injury



Do

Knees remain behind toes;
core engaged; spine in neutral
position



Never Do

Knees extend past toes; core
disengaged with excess strain on spine



Do

Knee remains behind toes,
core engaged; spine in neutral
position



Never Do

Forward lean with knee extending
past toes; excessive leaning of body

SAFELY PICKING UP OBJECTS FROM THE FLOOR

You drop a piece of clothing on your way to the laundry room. Your keys slip out of your hand while you are juggling groceries. These are common everyday occurrences that require us to bend over and pick up an object from the ground or floor. Several of the strength exercises require bending over to pick up the band. The first and primary rule is to let your participants reach down and place or pick up the band on their own. This is an activity of daily living that they need to be able to do to live independently; only in extreme cases should you help.



The Golf ball Pick-up Method

1. Place left hand on back of chair
2. Lift left leg backward
3. Bend at the hip while reaching down with left hand to pick up object



The Support and Leg Bend Method

1. Slightly flex both knees to protect the low back
2. Place one hand on a chair or other stable object for support. If no support item is available, place hand or elbow on thigh
3. Tuck the chin slightly, curl down (starting with the upper part of the back), bend the knees more and reach down to the floor
4. To stand reverse the action and uncurl

5 - Prevent Injury

Strategies for Safe Exercise Classes	
Concern	Teaching Strategy
Inability to stand safely during entire class	Complete exercise while standing between two chairs; Encourage frequent rest periods
Mobility concerns — uses cane or walker	Encourage standing exercises using a chair or wall for support; Recruit a team member to assist
Hearing or cognitive issues	Provide multiple visual cues; Use low volume music (or no music at all); Keep exercises simple and direct; Recruit a team member to assist
Inability to multi-task (walk and talk)	Practice combined seated movements and progress to standing
Incorrect exercise form	Break down the exercise using visual demonstrations; Provide positive feedback; Make individual corrections
Visible signs of exhaustion, i.e., red or ashen face coloring, frequent stops during exercise	Encourage frequent breaks; Complete exercises in a chair and build endurance; Give permission to work at own pace
Breathing difficulties	If acute, stop exercise and recover; Recruit a team member to determine if they carry an inhaler for asthma; Encourage participant to practice deep breathing exercises.
Pain in muscles or joints	Encourage them to listen to their body; If it hurts, don't do it; Teach modifications.

NOTES

CHAPTER 6

Teaching to the Whole Class

TOPICS AT A GLANCE:

- ◆ Teach with the End Result in Mind — Remember Your ABC'S
- ◆ Order Matters
- ◆ Model for Class Format
- ◆ Instructional Reminders for the Class Leader
- ◆ Use Overload to Improve Fitness Levels
- ◆ What's Important Now (WIN)
- ◆ Ways to Add Variety
- ◆ Choosing Music
- ◆ Coupling Brain Games with Movements

"Do what you can, with what you have, with who you are"

~Theodore Roosevelt

DID YOU KNOW?

Gait speed—how fast or slow a person walks—appears to be a reliable indicator of longevity.

(Citation from 2011 Journal of American Medical Association)

TEACH WITH THE END RESULT IN MIND

Remember your ABC's:

Always warm up and cool down for safety's sake

Build fitness components with VIP
variety, intensity, progression

Combine arm and leg actions to maximize performance

Stand more; sit less; specificity (see box below); have *FUN*

ORDER MATTERS

Exercise order can play a vital role in the safety and effectiveness of each class session. Although the mobility/strength/balance components of the program are vital, the warm up and the cool down are important to reduce the incidence of possible injury.

The warm up:

- ▶ Increases body temperature
- ▶ Increases blood flow and pulse rate
- ▶ Combines range of motion flexibility with movement that gradually increases intensity

The cool down:

- ▶ Allows the pulse to return to normal with controlled activities, including static stretches held 10–30 seconds
- ▶ Prevents blood from pooling in lower extremities
- ▶ Decreases potential for light-headedness or other discomfort

Specificity simply means that you will improve what you practice. If you stand and walk while you exercise, you **WILL** get better at standing and walking generally. If you only sit while you exercise, you get better at sitting.

MODEL FOR CLASS FORMAT

Duration (in minutes)	Component	Exercise Examples
10 min	Warm up: Mobility/dynamic balance Flexibility as range of motion Posture checks Start with leg action Add head, shoulder, arm	toe/heel, tandem, marching head turns, shoulder shrugs toy soldier, knee lifts, butt kicks ankle pumps, swim stroke washing machine
10 min	Main set - Part 1: Balance/strength using body resistance Add more repetitions gradually Increase time in static positions	one-leg stand variations standing heel raises squat variations musical chairs, wall push-up chair stands, step around the clock, snow angel, wall sit
15 min	Main set - Part 2: Strength using bands, balls, partners with balls	half upright row, lateral shuffle with loop, horse and buggy, standing bow with side lunge, weighted ball bowling, ball juggling
10 min	Cool down: Hold static stretches Breathing/relaxation Slow motion movements WIN plan for active goal setting	slow walking, static stretches ankle circles, seated hamstring stretch, making sunshine (back rubs), tai-chi walk, breath of joy

Fit Note: Significant deviations from the recommended format may undermine the potential health gains from participating in this program.

As a class leader, you can create effective classes using a variety of exercises for each class component from the Exercise Directory in Chapter 7. In that chapter you can use ideas to create your own, add games to promote strength, balance, and social connection. You will find examples of sequences in Chapter 8.

KEEP YOUR CLASS MOVING!

What is a “homebase”?

It is an exercise designed to keep your class moving. Instead of standing still between exercises try this:

- March in place
- Side-to-side stepping
- Toe/heel taps
- Knee lifts

INSTRUCTIONAL REMINDERS FOR THE CLASS LEADER

- ◆ Give positive reinforcement — smiles, encouragement and support
- ◆ Start each class on time and teach with the end result in mind
- ◆ Keep directions simple and direct
- ◆ Be flexible. Vary the class according to energy needs of participants. Pay attention to body signals and respond appropriately
- ◆ Use gradual transitions, cue clearly ahead of the movement
- ◆ Create a “homebase” movement and teach footwork before adding arms—see sidebar for examples
- ◆ Cue and demonstrate good body mechanics; model exercise options for all levels
- ◆ Instruct students to breathe out as they move against resistance and breath in as they return to start position
- ◆ End class on an upbeat note to enhance camaraderie and well-being. **Enjoy yourself!**

USE OVERLOAD TO INCREASE FITNESS LEVEL

The exerciser must slowly raise the level of difficulty in order to enhance fitness benefits by slowly increasing F.I.T.— frequency, intensity and time (duration) or challenge. The opportunity/challenge for the class leader is to find that balance between effective, progressive overload and doing too much which can result in undue fatigue, prolonged soreness and possible discouragement.

A **repetition** (rep) is one complete movement of an exercise— performing one side leg lift, for example. A **set** is a group of repetitions— eight side leg lifts.

How much is enough? Using your body for resistance or using an object to lift, push, pull or move 8-12 times while using good form before resting is one set. Add additional sets as you get stronger and accustomed to working out. As an overload example, consider the one legged stand. Start simply with one variable. Increase duration before intensity by:

1. Freeze in the position for longer periods
2. Increase repetitions gradually
3. Manage objects such as balls or paper plates
4. Add challenges like swinging arms as if running, making small knee circles, spelling your name with your big toe, moving your head side to side opening and closing your eyes, holding a pose and practicing mental games

Chair-supported exercises are appropriate forms of resistance and flexibility training in which progressions are encouraged. Hand positions showing gradual progressions for support of one leg stand exercises, lunges and squat variations are shown in the pictures below.

“If it doesn’t
CHALLENGE
you, it doesn’t
CHANGE
you.”

~Fred Divito



1. Hold chair with both hands
2. Hold 2 chairs with one hand on each chair
3. Hold chair with one hand
4. Hold chair with one fingertip only (piano touch)
5. Keep both hands 2 inches above the chair back. For a challenge: close eyes

“You are NEVER
too old to set up
another goal
or to dream a
new dream”

~C.S. Lewis

DID YOU KNOW?

Around half of older adults drop out of an exercise class before completion. Class is enjoyable with a competent leader, and the students use individual goal setting with measurable improvement.

(Current Gerontology and Geriatrics Research, 2013)

These gradual progressions of support will increase balance-enhancing potential for class inclusion for participants with differing abilities without adding more time, routines or equipment. Sitting chair exercises can be used as a starting point to progress to standing programs.

Narrowing the base of support is another way to progressively challenge the system by increasing levels of difficulty:

1. Feet apart with support from a wall or a chair
2. Feet apart without support from a wall or chair
3. Feet touching along the entire length
4. Semi-tandem stand (touching with toe of one foot at the instep of the other foot)
5. One-legged stand (only one foot on the ground)
6. Toe stand (standing on tip toe with one or both feet)
7. Heel stand (standing on both heels)

One way to show personal improvement as you progress from one level to another is to hold a position successfully for 15 seconds. When you can do that, try the next level of difficulty.

When using a resistance band, increase the intensity or overload using one of the following ways:

1. Graduate to using a stronger resistance band
2. Use two resistance bands of the same color
3. Fold band in half for exercises that can accommodate a reduced length
4. Modify grip positions to increase tension on the band
5. Perform the exercise with slower speed (approx. 6–8 seconds per repetition)
6. Add another band workout at home to support progress
7. Increase number of sets for each exercise

SETTING UP STUDENTS FOR SUCCESS WITH A WHAT'S IMPORTANT NOW (WIN) PLAN

The What's Important Now (WIN) plan is an important way to promote fitness beyond the class setting. It might be an individual goal or a class goal initiated by the class leader to:

- 1) promote mini-home workouts using exercises from class to improve balance/strength,
- 2) reduce sitting time with more frequent bursts of physical activity,
- 3) create a more active lifestyle supported by a class "buddy" system and social interaction.

A behavior we would like to create is worthless without a specific plan. "I would like to be more active" is simply a wish without substance. "I will walk around the block at lunch time three times next week" is a WIN plan that is SMART (see sidebar).

BASICS OF A 'WHAT'S IMPORTANT NOW' (WIN) ACTION PLAN

1. Something you want to do
2. Achievable (something that you can do next week)
3. Action-specific that answers the following questions:
What? How much? When? How often?
4. Confidence level of 7 or more. On a scale of 0 (no confidence) to 10 (total confidence), how confident am I that I will complete the WIN plan attached to my goal?

Fit Note: If you rate yourself below a 7, you may want to look at the barriers and possible solutions to those barriers before setting a goal that you are more confident of achieving. We want to set goals that breed success.

SMART GOALS

Specific
Measureable
Attainable
Relevant
Time-bound

"A goal
without a
plan
is just a
WISH"

~Antoine de Saint-Exupéry

“It’s
never too late,
in fiction or in life, to
REVISE.”

~ Nancy Thayer

As a class leader, you can set up the potential for more successful goal-setting if you:

1. Prepare your own WIN goal-setting plan before class to share with the class as an example. Make sure the goal is reasonable and supportive of the behaviors taught in the classes, such as doing 10–20 chair stands 4 days next week or joining a group of class friends to walk one mile on Monday, Wednesday and Friday at 9 am next week.
2. Model your plan in front of the class and emphasize each part:
 - Something you want to do
 - Achievable within the week (what, how, when)
 - Your confidence level
3. Have participants share their plans on a voluntary basis and ask how confident they are in accomplishing their action plan. If less than 7, ask that the participant adjust the plan for successful completion.
4. Listen for words like “try, want, or should.” Encourage participants to restate the goal using “I will.”
5. If a participant does not feel comfortable setting a goal, let them pass the opportunity.
6. You can set up partners to check on one another during the week.
7. Remind participants that they will have an opportunity to share their results during the coming week with a partner or the class during the cool-down period.
8. If class is too large for sharing, break class into small groups for supporting goals or partners so the WIN Minutes take little time out of the activity session.

WAYS TO ADD VARIETY AND FUN TO CLASS FORMAT

- ◆ Use theme classes around holidays and special events, crazy hat day, beach play in the middle of winter, freaky Fridays, red shirt day, live music if it's available
- ◆ Celebrate participants' accomplishments and special events such as birthdays
- ◆ Set up a buddy system in which each participant can partner with someone to support class goals and create community
- ◆ Make small changes in your lesson plan each time

CHOOSING MUSIC

Music is an excellent tool in a class to motivate, entertain, or add variety to the program. Select music—oldies, jazz, swing, or pop—that is familiar to participants. You might encourage participants to bring in their favorite songs and use them in class. When selecting music, consider:

- ◆ Play it at low to moderate volume. For participants with hearing aids the music can interfere with their ability to hear your instructions. You may want to turn music off when explaining new exercises or making announcements
- ◆ Avoid music that causes participants to use fast, jerky movements
- ◆ Play music with a tempo in the range of 100–120 beats for warm up, cool down and resistance training activities

COUPLING BRAIN GAMES WITH MOVEMENT

Recent studies confirm the importance of combining physical and mental exercises to strengthen brain power. Combining a mental task with a physical exercise is one way to add fun, variety and challenge to the workout and, at the same time, sharpen the “attention centers of the brain.”

Brain teasers to combine with movement might include:

- ◆ Say the alphabet backwards
- ◆ Generate words (verbs or nouns) that begin with the same letter in a partner exchange
- ◆ Count backwards by 7s
- ◆ Say the ABC's using a name beginning with each letter of the alphabet in a partner exchange (Abigail, Betty, Connie or Albert, Bob, Charles)
- ◆ Name capitals of states
- ◆ Express an interesting statement at the beginning of class and see who can remember it at end of class. Example: The word “nerd” was first coined by Dr. Suess in “If I Ran the Zoo”
- ◆ Create movements to mimic the events in a mini-story. Example: Do the housework boogie or the house cleaning frenzy
- ◆ Going on a lion hunt (borrowed from a children's game, “Going on a bear hunt”) that involves marching, side stepping, stomping, swimming, etc.

*“Coupling brain games with appropriate movements
is one of the waves of the future for helping to change,
not that we age, but how we age.”*

~ Lawrence Biscontini, IDEA Fitness Journal, Mar. 2016

CHAPTER 7

Exercise Directory

TOPICS AT A GLANCE:

- ◆ Flexibility — Upper Body
- ◆ Flexibility — Lower Body
- ◆ Mobility & Dynamic Balance
- ◆ Balance & Strength Using Body Resistance
(chair as needed)
- ◆ Strength with Bands & Loops
- ◆ Fun with Playground & Weighted Balls
- ◆ Weighted Ball Workout Ideas
- ◆ Adapted Tai-Chi Movements
- ◆ Breathing Exercises & Yoga
- ◆ Partner Power
- ◆ Games
- ◆ Exercises if You have a Wall

The exercise directory is the very heart of FFP. Although the exercises included here were developed to address the whole body it is very important to remember that the focus of the program is to *reduce fall risk and increase physical function*. Focus the class on improving balance, mobility and lower body strength. The best way to do this is by standing and walking whenever possible. Add arm exercises to increase difficulty and make the exercises JOYFUL.

7 - Directory

FLEXIBILITY – UPPER BODY

Flexibility—the ability to move a joint through a complete range of motion—is important for maintaining postural balance, optimal functional movements, and preventing injury.

Dynamic flexibility exercises (stretching with movement) are conducted during the warm-up to prevent injury and prepare the body for more rigorous movements by gradually increasing the range and speed of the actions (i.e. arm circles). It is important to perform these exercises in a controlled, smooth manner. *Static flexibility* exercises conducted during the cool-down are held 10–30 seconds. These static stretches focus on improving a specific joints range of motion (i.e. hamstring stretch).

Precautions: Never bounce while stretching as this can cause small tears in the muscle leading to injury. Stop stretching immediately if there is pain in the joint or muscles. A sign that you have gone too far or too fast is holding your breath or clenching your jaw.



Chin Tuck

Tuck chin, pulling in.
Hold 10–30 seconds.



Head Turn Stretch

Turn head and tip chin down toward shoulder. Hold 10 seconds. Repeat for other side.



Shoulder Shrugs

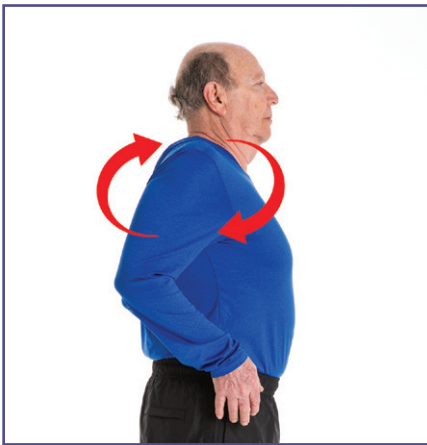
Lift shoulders toward ears. Press shoulders back down. Repeat 8–12 times.



Penny Squeeze

Squeeze a 'penny' between shoulder blades. Hold 10 seconds.

FLEXIBILITY – UPPER BODY



Shoulder Circles

Circle shoulders back slowly. Switch direction. Repeat 8–12 times.

Make it different: Alternate between forward and backward circling or pretend you are rowing a boat.



Elbow Circles

Place hands near sides or on shoulders. Circle elbows forward. Repeat 8–12 times.

Make it different: Alternate directions.



Elephant Ears

Touch fingers to sides of head. Bring both elbows forward and hold. Return to starting position and hold. Repeat 8–12 times.



FLEXIBILITY – UPPER BODY



Swim Stroke

Walk/stand and simulate a front crawl. Turn head side-to-side. Try other "swim" strokes.

Precaution: Start small and increase range of motion gradually.



Arm Reach with Head Turn

Stretch left arm forward and right arm backward. Turn head and look backward over right shoulder.

Switch arm positions and repeat.



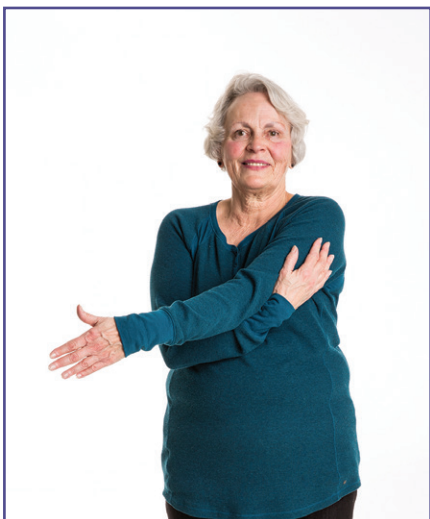
Shoulder Lift and Pull

Touch palms together in front of body. Pull elbows toward back and squeeze shoulder blades together. Hold 2–3 seconds. Repeat 8–12 times.

Make it different: Lift arms front palms up or down and combine with knee bends.



FLEXIBILITY – UPPER BODY



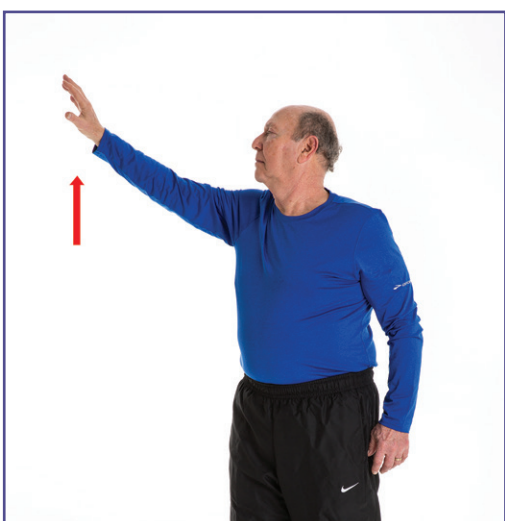
Arm Hug

Extend left arm across the heart. Cradle the arm with other hand. Hold for 5–10 seconds. Switch arms.



Holding up the Sky

Inhale as you raise left hand toward the sky pressing right palm down. Turn to look over right shoulder. Exhale while slowly switching arm and hand positions.



Hand Walking Up Imaginary Wall

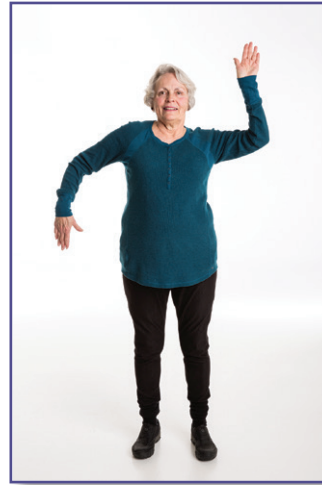
Walk right hand up a 'wall'. Turn head and walk hand down. Repeat walking hand up and down to the front. Switch sides and repeat.



Pat on the Back

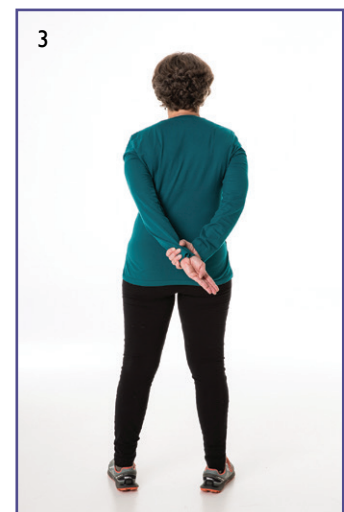
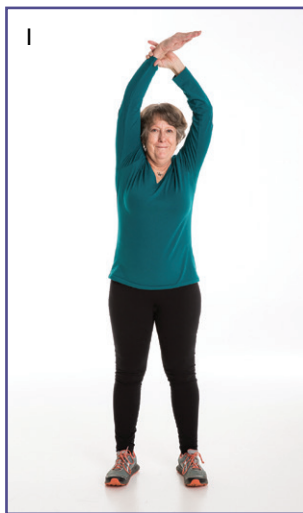
Raise right arm above head and pat your back. Gently press right upper arm backward with left hand. Hold 5–10 seconds. Switch.

FLEXIBILITY – UPPER BODY



Rotating Revolving Goal Post

Hold elbows out to side, arms bent at a 90°. Press one hand up and other hand down. Alternate motion and complete 8–12 repetitions. *Make it different:* Turn head slowly side-to-side; Pulse knees up and down as arms revolve.



Rotator Cuff Three-way Stretch

1. Extend right arm overhead and grasp forearm and pull gently.
2. Extend right arm down and in front and grasp forearm gently pulling to the left.
3. Place right arm across behind the back and grasp forearm and gently pull to left. Hold each position for 2–3 seconds. Switch sides and repeat.

FLEXIBILITY – UPPER BODY



Paint the Rainbow

Raise arms over head. Sweep arms in a slow arc while shifting weight side-to-side.



Side Reach

Extend left arm overhead reaching toward right. Slide right hand down side. Switch and repeat.



Chest Stretch

Clasp hands behind back fingers interlaced. Squeeze shoulder blades and hold. Gently lift clasped hands up and hold.



Hug a Tree

Hug a 'tree' in front of chest, fingertips touching. Sway tree slowly side-to-side.
Make it different: Turn head in opposite direction as tree sways.

FLEXIBILITY – UPPER BODY



Washing Machine

Sway arms slowly across the body. Keep shoulders aligned with hips. *Make it different:* Turn head in opposite directions as arms and shift weight side-to-side.



Upper Back Stretch

Place left arm behind back. Lower chin slightly and place right hand on head. Lower right ear slowly toward right shoulder. Hold 5–10 seconds. Switch sides.



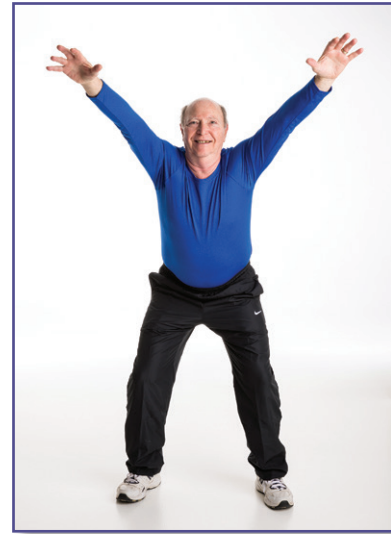
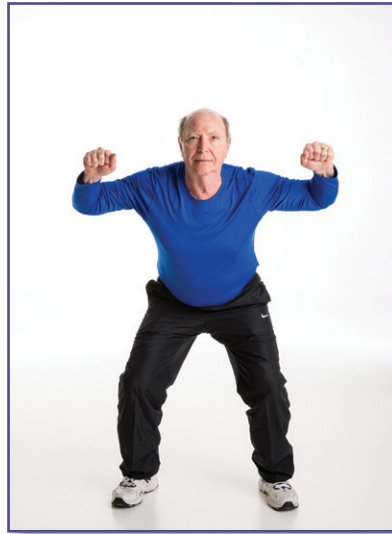
Wrist Circles

Circle wrists inward and reverse directions. Extend and spread fingers out. Hold and relax. Repeat each 10 times. *Make it different:* Pretend you are conducting an orchestra; combine with a mobility exercise.

FLEXIBILITY – UPPER BODY

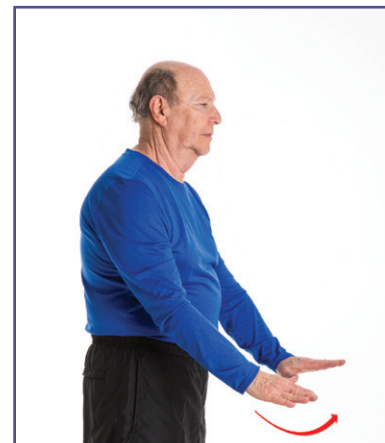
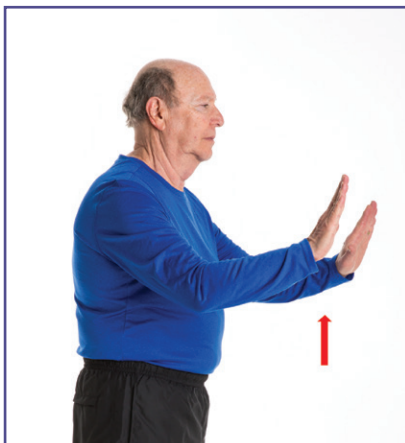
Cast a Friendly Spell

Curl both hands into a loose fist. Extend fingers quickly as though casting a spell. Repeat 8–12 times.



Finger Talking

Touch each finger to thumb (use both hands at the same time). Repeat action slowly and quickly.



Dolphin Dives

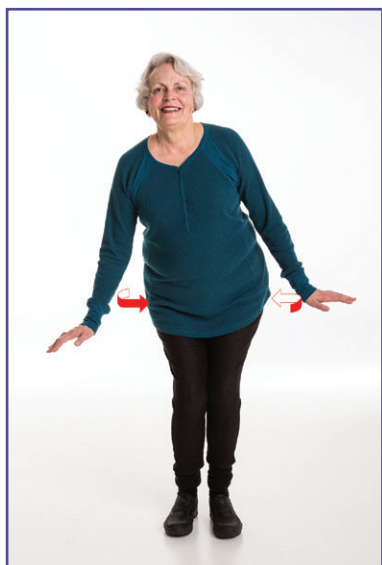
Extend both wrists pointing fingers up and back toward face. Point fingers toward ground and 'dive' hands down. Extend fingers back toward face. Repeat 8–12 times.

FLEXIBILITY – LOWER BODY



Hip Hug

Stabilize torso. Lift knee and clasp hands under thigh. Hug leg gently toward chest. Hold 5–10 seconds. Switch legs and repeat.



Hula Hoop Circles

Circle hips slowly as if using a hula hoop. *Make it different:* Circle hula hoop around knees, feet together/apart. Stand on one leg, circle on other foot.



Toy Soldier

Lift right leg out and stretch for toes with opposite hand. Repeat on other leg.

Precaution: Keep core stabilized.

Those with hip replacements should follow doctor's recommendations for hip movement.

FLEXIBILITY – LOWER BODY



Leg Extension Stretch

Lift right leg parallel to floor. Clasp hands under thigh. Point and flex foot. Switch legs and repeat.



Seated Hamstring Stretch

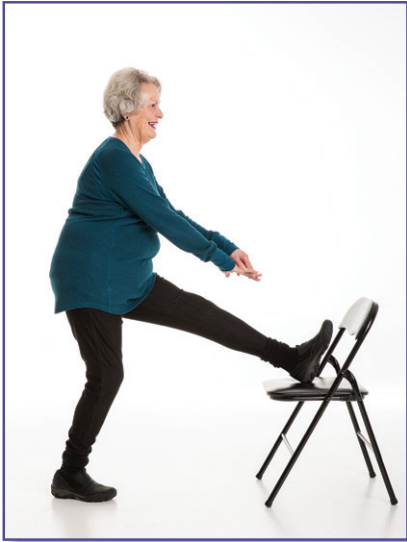
Extended one leg with toes pulled back toward face. Place hands on bent leg keeping head up and back straight. Bend at hip moving chest toward thigh. Hold 10–30 seconds. Switch legs and repeat.



Seated Hip Stretch

Cross one leg over the other and place ankle on knee. Lean forward at hip with back straight. Hold the stretch for 10–30 seconds. Repeat for other leg.

FLEXIBILITY – LOWER BODY



Standing Hamstring Stretch

Step one leg forward in stride position (or place leg on stable chair seat). Shift weight to back leg and bend knee slightly. Place hands on bent leg thigh. Extend forward leg pulling toes back toward face. Bend at hip, moving chest toward thigh. Keep the head up and back straight. Hold 5–10 seconds. Switch legs and repeat.



Seated Quad Stretch

Sit sideways on sturdy chair. Stabilize torso and hold on to chair with inside hand. Lower outside leg backward, knee down. Hold for 10–30 seconds. Switch legs and repeat.



Standing Quad Stretch

Stand with right hand on chair back or wall. Bring left foot up. Grasp pant leg, shoe, or ankle with left hand. Lift heel gently toward buttocks, knee pointing down. Hold 10–30 seconds. Switch legs and repeat.
Make it different: Grasp with opposite hand.

FLEXIBILITY – LOWER BODY

**Groin and Calf Stretch Combo**

1. Place left leg forward in gentle lunge pressing back heel down. 2. Step left leg 90° to the side in side lunge. Hold each position 10–30 seconds. Switch legs and repeat.

Fit Note: Hold on to stable chair or table if needed.

**Happy Feet**

Anchor heels and tap toes in 1/2 circle.

**Toe Taps**

Anchor heel and tap toe vigorously. Repeat 8–12 times. Switch sides.

Make it different: alternate toe and heel taps while sitting or standing.

Fit Note: These foot exercises are excellent seated exercises while travelling in an airplane, car or anytime you have to sit for long periods of time.

FLEXIBILITY – LOWER BODY



Ankle Circles

Lift foot and circle ankle 10 times clockwise and counter-clockwise. Place toe on ground with heel raised and repeat the circles. Switch feet and repeat.



Foot Alphabet (not shown): Write the alphabet with the big toe of each foot while seated or standing.

MOBILITY & DYNAMIC BALANCE

Walking Patterns

Fast and Slow Walking
Toe and Heel Walking
Big steps and Little Steps
Forward and Backward Walking
Diagonal, Side-to-Side, Circle Walking
Walk in Place, 1-2-3-4, and Freeze on One Foot

Upper Body Actions to Combine with Walking

Shoulder Circles
Shoulder Shrugs
Head Turns,
Swimming Motions
Arm Pushes - Side, Front, Up and Down



Ta Da

Lift right arm up with a hard motion to right side. Cross right arm down in front of body and drive it up again rotating torso to right. Let hips follow hand and lift left heel off the ground. Repeat on other side.

MOBILITY & DYNAMIC BALANCE

Marching with Arm Variations



**Full Marching
with Arms**



Milk a Tall Cow



Drum Major



Climber



Thigh Tap



Rope Pull

Shake it Up and Stretch it Out (not shown): Walk slowly with arms at sides. Stretch arms over head, palms facing forward. Stretch arms out to sides, palm down and stretch fingertips toward floor. Relax as if arms and entire body become like “cooked spaghetti” — face, eyes, lips, neck and down to toes. Shake right arm, then left. Wiggle buttocks. Shake right leg, then left. Wiggle right ankle then left.

MOBILITY & DYNAMIC BALANCE

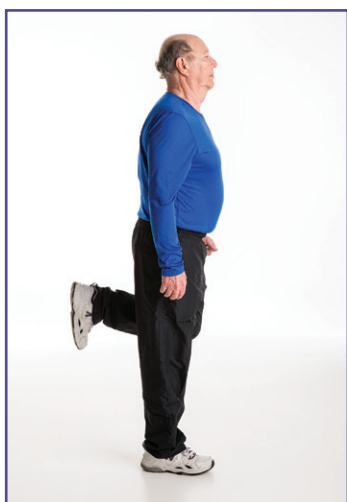


Step Kicks

Step forward with one foot, kick the opposite foot forward. Repeat for other leg and continue alternating action. *Make it different:* Change direction of kicks, i.e. across body, to the side, to the rear. Try lifting the knee and kicking.

Motor Car Walks

Stabilize torso. Bend knees and hold “steering wheel” and walk in and out around the room.



Butt Kickers

Lift foot toward buttocks alternating legs.

MOBILITY & DYNAMIC BALANCE

**Grapevine**

Step left foot across in front of right. Step right with right foot bringing next to the left foot. Step left foot behind right. Step right with right foot bringing it next to the left foot. Repeat moving other direction.

Make it different: Tap instead of stepping to the side the last time. Repeat moving in the other direction.

Cue: Cross, step, cross (behind), tap.

**Step-Together-Step Variations (not pictured)**

Step to right with right foot. Close left to right. Step right with right foot, and tap left foot next to right. Repeat, with left foot and moving left. Cue: Step, close, step, tap. *Make it different:* Instead of tapping try on of these: lift knee 45 degrees, kick leg forward, walk forward and kick leg and arm actions.

**Waltz Step (not pictured)**

Step right foot forward with heel on the ground. Step left forward on toes. Step right foot forward on toes. Repeat sequence this time stepping forward with left foot. Cue: Down – Up – Up or Down, Toes, Toes.

Make it different: Walk forward with the foot pattern and add arm actions.

**Cha-cha (not pictured)**

Step left foot forward in small lunge. Step right foot backward. Step left foot next to right. Step right foot in place. Step left foot in place. Repeat the footwork beginning with the right foot. Cues: 1, 2, Cha - Cha- Cha or Forward-Back-Step-In-Place.

Make it different: Step diagonally forward on the lunge step.

MOBILITY & DYNAMIC BALANCE

Tango

Step left foot forward and hold one count (Slow). Step right foot forward and hold one count (Slow). Step left to the side with a small quick step (Quick). Step right foot in place (Quick). Drag left foot back to right and hold (Slow). Repeat the pattern. Cue: Slow, Slow, Quick, Quick, Slow.



Box Step

Step left foot forward. Step right foot to right side. Step left foot next to the right foot. Step backward with right foot. Step left with left foot. Step right foot next to left. Repeat the pattern.

Cue: Forward-Side-Close-Backward-Side-Close.

Make it different: Repeat the pattern this time stepping forward with the right foot.



Hot Floor (not pictured)

Quickly lift up right foot pretending the floor is hot and set it down. Repeat action for left foot. Alternate actions moving quickly forward, backward and to each side.



Step Around Clock

Stand in middle of a clock. Step one foot to the “clock times”; 12, 3, 6 and 12, 9 and 6.

Make it different: Mix up the clock times and add arm actions.

What Time is It?

Stand facing huge “clock” on the floor. Call out clock times and have students place one foot for the hour hand and the other on the minute hand. Example: 6:00; right foot on the 12 and left foot on 6. Call times in quick succession.

MOBILITY & DYNAMIC BALANCE

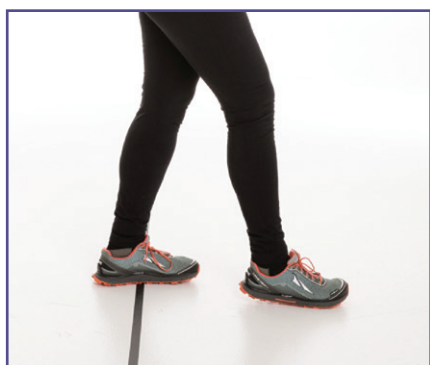
**Cross-over Walk**

Cross right foot in front of left. Cross left foot in front right. Repeat pattern.

Slap and Tap

Lift left knee and slap gently with left hand. Tap left big toe back and reach left arm up to the front. Switch legs and repeat.

Make it different: Face partner and slap your knee and give partner a “high five.”

**Tap Around**

Tap right foot across in front of left. Tap right foot to right side. Tap right foot backward. Switch legs and repeat.

MOBILITY & DYNAMIC BALANCE

Tandem & Tightrope Walk

Tandem walk forward on a “line” touching the toe of one foot to the heel of the other. Walk a tight rope by using a longer stride as you walk on a “line”.

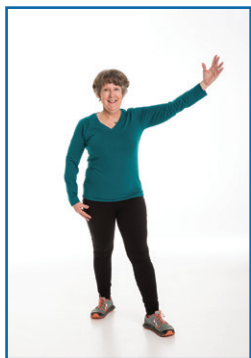
Make it different: Walk turning head side-to-side; lift knees while walking forward and backward; lift knee, extend, and step forward; swing leg and step forward.



Side-to-Side Tic Toc

Rock slowly side-to-side lifting leg to side. Raise arms 90° and move in opposition of leg motion. Repeat alternating “tic toc” actions.

Make it different: Hold the balance position every few counts.



V-Step with Variations

Step left diagonally forward left. Step right diagonally forward right. Step back to starting position with left. Step back to starting position with right. Repeat the action. Switch foot actions.

Make it different: Extend left arm with left foot forward. Extend right arm right foot forward. Lower left arm as left steps back and right arm when right steps back. Repeat “V” step backward. Create an “X” step by completing a front V-step pattern followed by a back V-step pattern.

BALANCE & STRENGTH USING BODY RESISTANCE

**Basic Squat**

Bend knees slowly keeping the head up and reaching buttocks backward. Return to standing and repeat 8–12 times.

**Chair Stand**

Sit on the front edge of chair. Rise to standing and lower back to chair. Repeat 8–12 times.

Chair Taps (not pictured)

Lower buttocks slowly until it barely touches chair seat. Return to standing position and repeat 8–12 times.

Make it different: 1. Inhale as you stand and raise arms overhead, palms facing. Exhale as you lower toward the chair. Pause and repeat actions. 2. With the same leg actions, raise arms overhead and bring hands down prayer position when lowering.

BALANCE & STRENGTH USING BODY RESISTANCE

SQUAT VARIATIONS (NOT PICTURED)

Hover Squat

Sit and lift arms in front parallel to ground, palms down. Lift buttocks up from chair and hover over seat. Hold 2–3 seconds, return to seat. Repeat 8–12 times.

Inhale and raise arms overhead, palms facing. Exhale and bend knees. Reach buttocks backward toward pretend “chair”. Hold 5–10 seconds. Inhale, lower arms and return to starting position. Repeat 8–12 times.

Elevator

Sit on front edge of chair. Slowly stand up pausing at each floor like an elevator until the top floor.

Make it different:

1. Sing “Grand Ole Duke of York” lyrics while practicing the elevator.

Lyrics: Grand Old Duke of York, he had ten thousand men. He marched them up the hill and marched them down again. When you’re up, you’re up, when you’re down, you’re down, and when you’re only halfway up, you’re neither up nor down.”

2. Mix the “floor” numbers up, and go on a shopping trip; floor #2, women’s shoes; floor #5, children’s clothes, etc.



Prayer Squat

Press palms together in prayer position and squat down. Hold 5–10 seconds. Stand up and reach arms overhead. Return to starting position. Repeat 8–12 times.

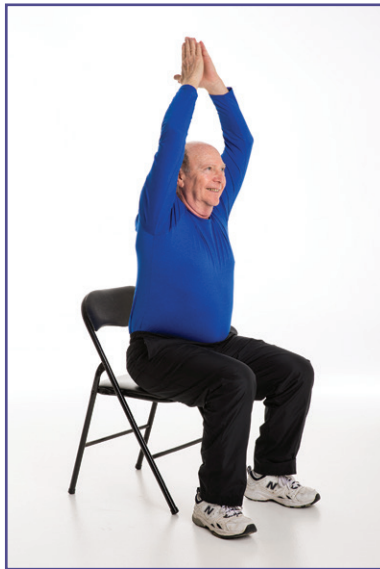
BALANCE & STRENGTH USING BODY RESISTANCE

The Clapper

Sit and clap hands over head. Stand up and clap hands behind back. Repeat actions 8–12 times.

Make it different:

See how many times you can complete the movements in 30 seconds or one minute.

**One-legged Squat**

Place hand on chair back and lift outside leg. Bend knee and slowly lower body on one leg, reaching backward with buttocks. Keep head up and knee behind toes. Return to start and repeat for both legs 8–12 times.

**Soccer ball Roll**

Stabilize torso and lift one foot to rest on “soccer” ball. Circle ball under foot in both directions 8–12 times. Switch legs and repeat.

BALANCE & STRENGTH USING BODY RESISTANCE



Knee Circles

Raise knee up to 90° angle. Make small isolated knee circles in each direction. Repeat on other leg.



Side Leg Lift

Lift leg out slowly to side slowly, foot flexed and toe pointed in. Hold 2–4 seconds and return to starting position. Repeat 8–12 times and switch legs.



Trace a “D” with a Knee

Stand, knees soft and core stabilized. Lift right knee up, out, down and back like tracing a capital D in air. Repeat 8–12 times for both sides.

BALANCE & STRENGTH USING BODY RESISTANCE

**Donkey Kick**

Stand knees soft and core stabilized. Lift right knee up toward chest. Extend leg back and touching floor. Bend back leg and kick heel toward buttocks slowly.

**Look and See with One leg Balance**

Stand on one leg and place right hand in front of eyes. Slowly move arm to right, focusing eyes on hand. Pause and return to start position. Repeat on other side.

BALANCE & STRENGTH USING BODY RESISTANCE



Stork

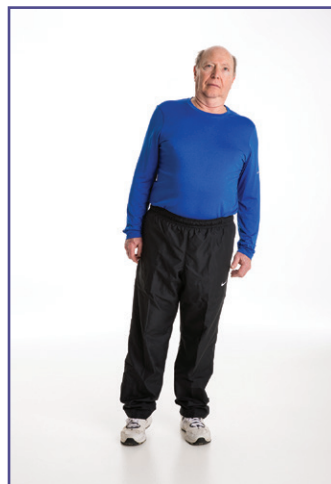
Stabilize core and lift knee up to 90° angle. Lift arms forward to chest level gaze focused on point ahead. Hold 10–30 seconds. Repeat on other side.

Make It Different: Bring arms over head or extend out at shoulder level.



Tree

Stabilize core. Lift right knee and place sole of right foot at ankle or calf. Point knee to right and toes toward floor. Focus on point ahead and lace hands together prayer position or overhead. Hold 10–30 seconds. Repeat on other leg.



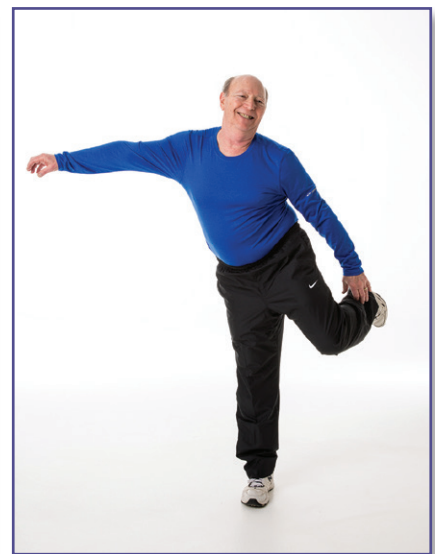
Tipping the Ice Cream Cone

Stand with feet together. Roll shoulders around a pretend ice cream cone with movement coming from the ankles. Keep knees, hips, waist, shoulders, and head in line.

Make it different: Tip in each direction challenging balance and practice taking a quick step to recover.

BALANCE & STRENGTH USING BODY RESISTANCE**Slow Leg Swings**

Stabilize torso. Place right hand on hip and lift right leg up. Slowly swing leg forward and slowly backward. Repeat on other side.

**Marble Pick-up**

Stabilize torso. Pretend to pick up a marble with right toes and place it in opposite hand lifting the foot inward. Repeat by bending ankle to the outside and use same hand. Repeat on other side.

BALANCE & STRENGTH USING BODY RESISTANCE



Sliding Trombone

Slide left foot from ankle to knee of right leg. Repeat on left leg.

Bicycle Rider

Stabilize torso. Raise left foot and place on make-believe bicycle pedal. Pedal by moving left foot downward in circular motion, brushing floor and lifting up to return to start. Pedal backward. Repeat each 8-12 times. Switch for other leg. *Make it Different:* Try pedaling motion with eyes closed.



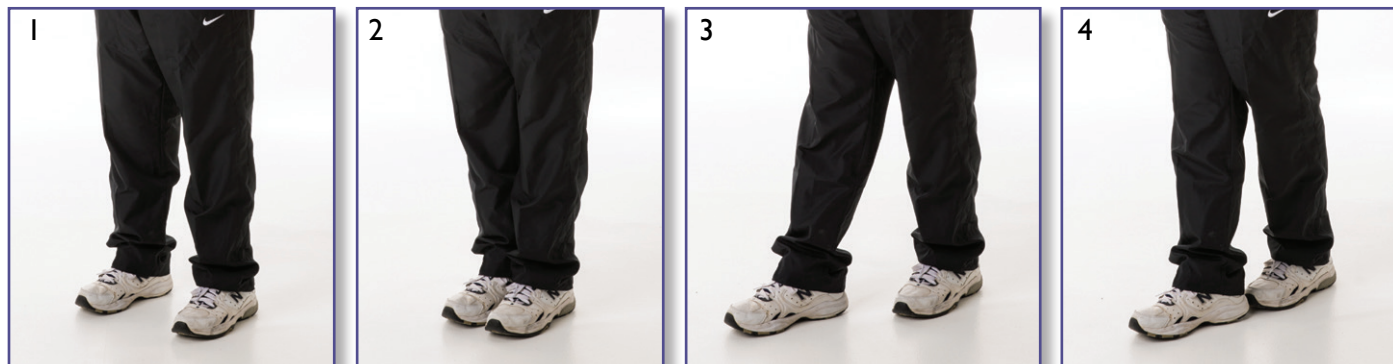
Praying Peddler (not pictured)

Place hands in prayer position in front of chest. Pedal forward and backward. Repeat on other side.

Sidewinder (not pictured)

Standing on right foot left leg out to side, foot flexed. Complete small circles with left foot outward clockwise and inward counter-clockwise. Repeat on other side.

BALANCE & STRENGTH USING BODY RESISTANCE

**Romberg Drill** (four parts)

1. Place feet side by side with a few inches apart, and hold.
2. Place feet together and hold.
3. Place feet in a semi-tandem stance. Hold.
4. Place feet in semi-tandem stance feet touching. Cross arms over chest or reach arms out to side for balance.

Make it Different: Practice each position with eyes open and eyes closed.

**Sumo**

Squat in sumo or bent knee position. Stand upright. Lift right leg up and over to right and squat. Stand and repeat moving to the left.

BALANCE & STRENGTH USING BODY RESISTANCE

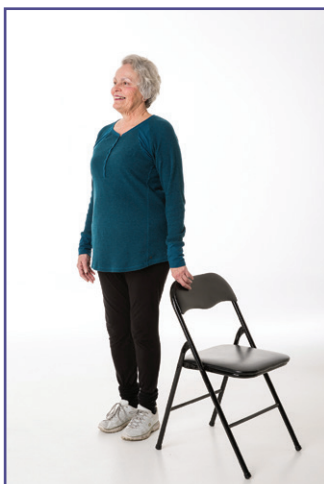
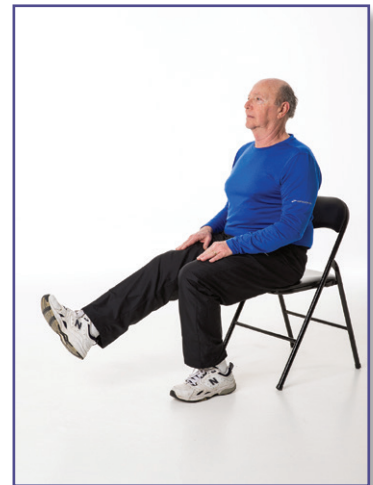


Plié with Heel Raise

Point toes slightly outward in a wide stance. Bend knees and lower toward floor knees behind and aligned with toes. Pause. Lift heels off floor and pause. Return to start position. Keep torso stabilized.

Seated Single Leg Raise

Sit and lift one leg up to almost parallel with floor. Return leg slowly to start position. Repeat on other side.



Standing Single Leg Raise

Stabilize torso. Lift straight leg up to the front. Pause and return to start position. Repeat on other side.

BALANCE & STRENGTH USING BODY RESISTANCE

**Topsy 5-pointed Star**

Balance on one leg arms stretched out to side at shoulder height. Lift other leg to side 6–8 inches off floor. Hold 5–10 seconds. Repeat on other side.

Make it different: Lift left arm above shoulder height.

**Hip Lift**

Stabilize core. Raise right hip lifting flat foot two inches off floor. Pause. Lower foot down and tap floor. Repeat 8–12 times. Switch for other leg.

Fit Note: Motion for the lift comes from the hip of the standing leg.

Ankle marathon

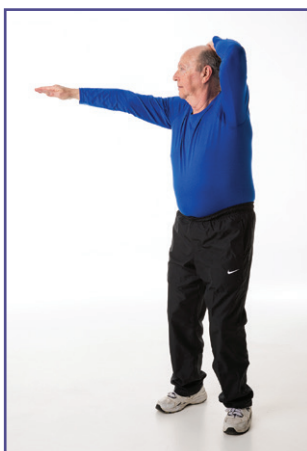
(Sitting or standing)

- ▶ Circle foot at the ankle without moving lower leg
- ▶ Flex and extend ankle
- ▶ Tap toes and tap heels alternate toe-heel taps
- ▶ Move toes like a windshield wiper
- ▶ Move heels like a windshield wiper
- ▶ Inch toes right, then inch heels to the right; repeat on other leg
- ▶ Roll back and forth from heel to toe
- ▶ Write alphabet using big toe as a pen
- ▶ Write your name using big toe as a pen

BALANCE & STRENGTH USING BODY RESISTANCE

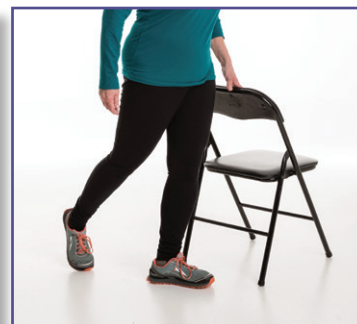
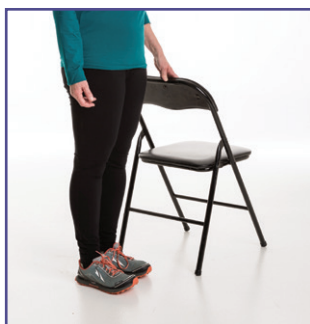
Standing Hip Extension

Stabilize core. Knees soft. Raise left leg straight back. Hold 2–3 seconds and repeat 8–12 times. Switch to other leg.



Standing Sprinkler

Place left hand on top of head and right arm straight in front. Pulse knees up and down while right arm pulses from front to side. Return arm like a slow-moving sprinkler. Repeat for other arm.



Sliding Leg Circle

Place piece of paper or a paper plate on ground near outer foot. Place foot on paper and slid it in an arc, forward side and back and return to start. Reverse arc direction. Switch legs and repeat.

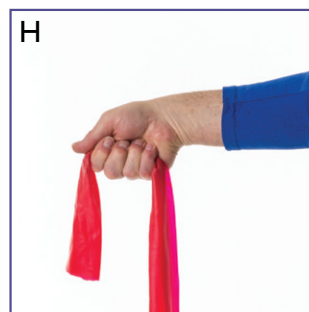
STRENGTH WITH BANDS & LOOPS

Elastic band and loop exercises are used as part of FFP and help to gradually increase muscular strength. There are a variety of positions that can be used to hold or grasp the bands to reduce injury to the thumbs and fingers: A) grasping the band or loop; B) knot the ends; C) handshake grasp; D) wrap the band around the hand. Encourage your participants to experiment with the positions to find one that is comfortable. Hold the wrist in a straight position, aligned with the forearm (as seen in pictures A – D). Picture E is incorrect, as holding the band down with pressure on the thumb can lead to injury. Pictures F through I are incorrect positions that may lead to wrist injuries.

Correct Positions: A - D



Incorrect Positions: E - I



STRENGTH WITH BANDS & LOOPS

Fit Note: The shoulder is a shallow ball and socket joint and because of this is often vulnerable to injury. Many older adults will have chronic issues with this joint especially if they have played sports or worked in an environment that put repeated stress on the arms. There are several exercises that can be used to stabilize and strengthen the shoulder. It is important to note that if you have chronic shoulder pain, you should consult your health care provider. Also remember if a given exercise causes pain, don't do that exercise.



Band Wad (standing or sitting)

Place the band in left hand and crumple it up until it is a tight ball. Focus on each finger and squeeze. Gradually undo the ball until the band hangs loosely. Repeat with other hand.

Fit note: Crumpling the band partners well with activities like walking, one-legged stands and chair stands.

STRENGTH WITH BANDS & LOOPS

**Bicep curl**

Anchor band under foot. Grasp ends of band, palms up and elbows touching side. Raise hands towards shoulders without moving elbows. Slowly lower back to the start. Repeat 8–12 times.

**Lawnmower pull (use chair for support)**

Stand with feet together and anchor end of band under one foot. Step right foot back and hold end of band with right hand, palm facing inward. Pull band as if starting a lawnmower. Release slowly to start position. Repeat on other side.

**Standing or Seated Upright Row**

Anchor band under feet and hold ends in each hand. Keep wrists in neutral position and upward row to the front to shoulder level. Pause, then return to start.

Fit Note: Approach this exercise with caution for participants with shoulder injuries.

Special Cue: Remind participants to avoid bending the wrists.

STRENGTH WITH BANDS & LOOPS



Shoulder press down

Hold band with left hand placed in front of right shoulder. Elevate right shoulder and grasp band with right hand. Press the shoulder down as you keep the right arm straight. Keep left hand stationary to provide resistance.

Front Shoulder Raise

Place feet on band. Hold end with hand on same side of the body, palm facing thigh. Raise arm out to front, thumb up, to shoulder level. Lower arm slowly to start position. Switch to other side.

Side Shoulder Raise

Raise arm to the side up to shoulder level, elbow soft and thumb up. Lower arm slowly to start position. Repeat 8–12 times for both arms. *Make it different:* Alternate front raise with side raise.



Chest press

Wrap band around middle of back and grip ends of band, wrists in neutral position near armpits. Press forward until arms are almost extended. Bring hands back to armpits and repeat 8–12 times.

STRENGTH WITH BANDS & LOOPS

**Backward Lift**

Stand on the band with left foot. Hold band in right hand at the side. Lift the right arm straight back. Pause, then return to start position. Repeat 8–12 times for both arms.

**Partial Squat with Band**

Anchor middle of band under both feet. Hold ends of band. Squat as if lowering buttocks into a chair. Straighten slowly to standing position. Repeat 8–12 times.

Standing Bow

Step right in front of left foot 2 feet apart. Grasp ends of band with right hand and place other in middle of band. Raise both arms to shoulder level and pull left elbow backward as if you were going to shoot an arrow. Return to start position. Repeat on other side.
Make it different: Ease into lunge position as you pull band back and return to standing position on the release.



STRENGTH WITH BANDS & LOOPS

Penguin Walk

Anchor band under both feet. Pull band taut and take little mincing steps forward, round in circles. Walk as if you are a penguin.

Make it different: Lift each foot up and out to side before stepping down for added resistance.



Knee Lift

Loop band around ankle and anchor with other foot. Stabilize torso. Raise knee toward chest. Return to start position. Repeat on other side.



Side Leg Lift

Loop band around ankle and anchor with other foot. Flex foot and lift leg 6–8 inches off floor with toe turned inward. Pause, and return to start position. Repeat on other side.



Hamstring Curl

Loop band around ankle and anchor with other foot. Bend knee and raise right foot behind torso. Hold position for 2–3 seconds and return slowly to start position. Repeat on other side.

STRENGTH WITH BANDS & LOOPS

Toe Taps

Wrap band around ball of foot. Stand other foot on the band as close as possible. Tap toes quickly up and down 8–12 times. Repeat on other side.

**Seated Calf Press with Row**

Sit with one foot flat on floor. Wrap band around ball of other foot and extend leg. Point and flex toe of extended leg against band resistance while pulling elbows backward (rowing). Repeat on other leg.

**Cross Country Ski**

Stand on center of band holding ends with palms facing thighs, thumbs up. Stabilize torso. Extend one arm forward and the other behind as knees bend into partial squat. Switch arm positions and alternate gentle swishing motion.

STRENGTH WITH BANDS & LOOPS



Elbow Extension

Wrap loop or band around hands. Place right hand next to left hip as an anchor. Bend left elbow close to side and extend left arm back. Pause and return to start position. Repeat on opposite side.



Shoulder Arm Pulse

Sink into partial squat, shoulders back. Hold loop around back of hands in front of body at 45° angle. Pulse hands away from each other in a 4 inch span. Increase repetitions until you can do 3 sets of 10.



Shoulder Blade Squeeze

Sink into partial squat and wrap loop around both hands raised at shoulder height. Hold loop taut. Pull elbows backward and squeeze shoulder blades together. Pause, return to start position and repeat.

Half Upright Row

Stand with foot on seat of chair and loop beneath foot. Grab loop with both hands and bend elbows pulling upward toward shoulders. Slowly return to start position and repeat.

Precaution: This is advanced exercise. Use caution for with those with poor balance or shoulder injuries.



STRENGTH WITH BANDS & LOOPS

**Standing Plié**

Place loop or band around both thighs just above knee. Place heels together and point toes away from each other. Bend knees, keeping knees over feet. Return to start position and repeat.

**Sitting Hip Abduction**

Wrap loop or band around both thighs. Place feet and knees together. Complete a Kegal by lifting the pelvic floor muscles. Hold 5–10 seconds. Relax the Kegal and press knees out keeping feet together. Repeat 8–12 times.

**Sitting or Standing Sidestep**

Wrap loop or band just above ankles. Step sideways with left foot and slowly return to the start. Repeat 8–12 times. Switch to other leg.

Make it Different: Step left foot out. Step right foot out. Bring left foot in and right foot in.

Cue: out, out, in, in.

STRENGTH WITH BANDS AND LOOPS



Lateral Shuffle

Wrap band or loop around ankles. Step left foot out to the left. Step right foot next to left. Continue the sequence moving left. Switch directions and repeat moving right.

FUN WITH PLAYGROUND AND WEIGHTED BALLS*

Type of workout

Total body movements using repeated flexion and extension, low impact cardio, and agility.

Length

Select activities that make up a 10–minute class segment.

Fitness level

Gold (Level 1) and silver (Level 2); could be adapted to ball handling in chairs for bronze (Level 3).

Equipment

Blow up plastic beach balls, 8–12 inches in diameter or use playground balls.

Safety precautions

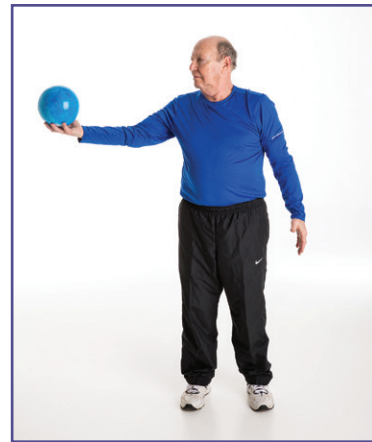
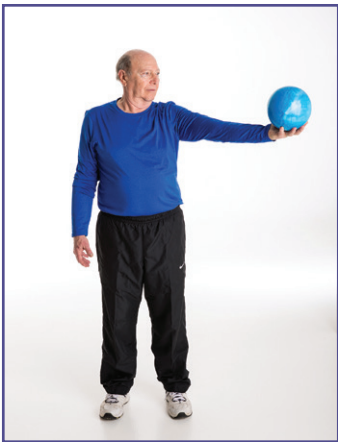
- ◆ Keep instructions simple and appropriate to fitness levels of students
- ◆ Use well defined boundary lines for play area
- ◆ Avoid elimination type activities
- ◆ Keep entire class active at same time—no standing, waiting for turns—emphasize movement
- ◆ Stop activity at the height of enthusiasm and move on to the next class segment
- ◆ Watch for signs of fatigue
- ◆ Evaluate success of ball handling individual activities and eliminate any that doesn't fit the group

** Some weighted ball exercises are interchangeable with playground balls*

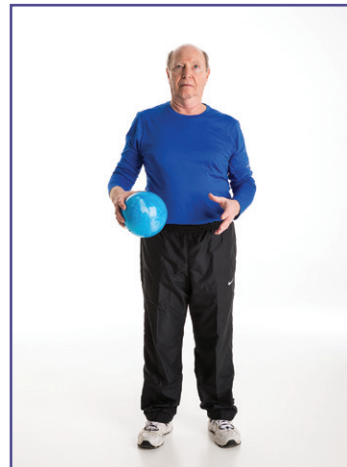
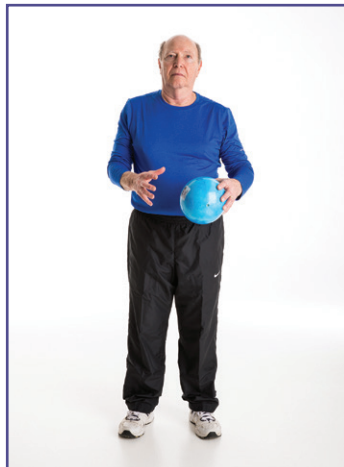
FUN WITH PLAYGROUND & WEIGHTED BALLS

**Side Stretch While Walking**

Hold ball over head with arms outstretched.
Walk slowly in a circle or forward and back.
Sway ball side-to-side in an arc.

**Make a Rainbow**

Extended ball to side at shoulder level. Pass ball to opposite hand in front of chest and move it out to other side. Follow the ball with head turns. Repeat for 8–12 times.

**Pass the Ball Around your Trunk** (can also use weighted ball)

Pass the ball in one hand around your trunk. Switching hands to complete a circle. Repeat 8–12 times and circle in the opposite direction.

FUN WITH PLAYGROUND & WEIGHTED BALLS



Single Thigh Kicks

Hold ball at shoulder height. Drop ball as you lift a leg and let it rebound off the thigh. Catch the ball and repeat alternate right and left legs.

Make it different: Walk around the room in a circle as you do the activity. Change directions to include forward, back, side-to-side.



Front Toss Catch (can use weighted ball)

Toss the ball into air and catch.

Make it different: Walk and catch the ball; Add a partner and change of direction cues as skill increases.



Air Ball Passing

Pass ball in an arc over head, first standing, then moving.

FUN WITH PLAYGROUND & WEIGHTED BALLS

**Knee Shuffle Walk**

Place ball between knees arms relaxed at sides. Move forward and back using a shuffle gait. Toes pointed out.

Make it different: Squeeze inner thighs together and hold for a count of 5. Repeat 8–12 times.

Ball Dribbling While Slow Walking

Walk slowly with short strides while dribbling the ball.

Make it different: Modify dribble by alternating hands, sidestepping, walking forward and back or completing a 360° circle in place.

Make it harder: Gently bump hips with partner while walking.

**Ball Passing Under Leg**

Pass ball under thigh of bent leg. Catch with opposite hand and continue sequence.

Make it different: Balance on one foot for the ball pass and raise up to the ball of the foot.

FUN WITH PLAYGROUND & WEIGHTED BALLS



Back of Hand Balance While Walking

Stand with hand outstretched in front of chest. Balance a ball on the back of your hand. Switch hands and repeat.

Make it Different: Move the ball out to each side; add walking; move the ball in to the body and back out.

Ball Juggling with Partner

Stand 3 feet apart from partner. Each partner has a ball. Toss balls simultaneously, back and forth between partners. One person tosses “low” and the other tossing “high”. Extend the distance between partners as skill level improves.

Make it harder: Turn it into a contest to see which pair can get the highest number of consecutive tosses without dropping the ball. Add side-stepping or moving forward and backward.



Ball Hug Between Partners

Hug a ball between hips, backs, shoulders, or belly. Walk forward, back, side-to-side on cue from leader holding ball in position.



Ball Toss with Sidestepping Partners

Face a partner. One partner holds the ball. Toss the ball back and forth while slowing sidestepping across the floor.

WEIGHTED BALL WORKOUT IDEAS

Warm up thoroughly before using one or two pound balls. Place arms down by side or do shoulder shrugs to rest anytime during workout. Use a squeeze-ball for students with arthritis in their hands who may find using the ball uncomfortable. Frequently remind students to pay attention to body signals and stop any movement that might feel uncomfortable. These examples are meant to get started with hundreds of safe combinations that are fun... and effective.



Shoulder Circles



Shoulder Shrugs



Stir the Floor



Figure Eight

Circle balls in front of body and/or to the side.
Torso stabilized.



**Ball Toss with
Weighted Ball**

WEIGHTED BALL WORKOUT IDEAS



Draw Small Circles

Draw small circles in the air. Pulse balls up, front, down.



Pass the Ball Around Torso



Tap Ball on the Knee

Tap the ball on top of one knee and alternate.



Choo Choo

Choo choo arms as you march.



Alternating Front/Lateral Raises

Lift arms to front to shoulder level with hands then laterally. Palms up.

WEIGHTED BALL WORKOUT IDEAS

**Bowling**

Take a step and pretend to bowl.

**Step Back, Kick Forward**

Step back, kick forward and extend one ball forward.

OTHER IDEAS (not pictured)**Step Around Clock**

Step around the clock: 12, 3, 6 and 12, 9 and 6; Add forward press, lateral press, bicep curl or shoulder shrugs with ball as you step.

Freeze Frame

Freeze on one foot and make a friendly punch, hold balls out to side or other movement in a “freeze” frame.

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ADAPTED TAI-CHI MOVEMENTS

The following adapted tai-chi movements emphasize rhythmic, easy-to-follow slow movements that focus on relaxation, good alignment, a calm mental state, gentle breathing through the nose and an awareness of the body's position as it moves through space. To give you an idea of the slowness of the movement with the breath, consider the push pull movement. Three complete “in and out” movements can take about half a minute.

Fit Note: Each exercise begins and ends with standing still in the Resting Pose for a few seconds. The stillness becomes a part of the exercise. Be sure to practice the same number of repetitions on each side.



Resting Pose

Stand with feet shoulder width apart, knees soft and shoulders aligned over hips. Hold head squarely above shoulders with ears in line with shoulders. *FOCUS* on rhythmic, gentle breathing cycle Inhale as hands rest with fingertips touching on belly. Exhale as fingertips separate slightly. *Fit Note:* Imagine your spine as a stack of silver dollars or a string of pearls hanging straight.



Push Pull

Stand in relaxed position with knees slightly flexed and elbows bent, palms up. Step out with right foot and shift 70% of weight to right foot with knee slightly bent. Press palms forward at shoulder height as you step forward. Lift up heel of left foot with the weight shift. Ease palms back to start position as weight shifts to start position. Repeat on other side.

ADAPTED TAI-CHI MOVEMENTS

**Passing Clouds**

Step the right foot to right side and lift left heel off floor.

Turn the upper body to the right as you step, shifting to right with about 70% of your weight.

Arc the right hand and come up as if you were drawing pictures of soft clouds in the air, then bring left hand into the circular motion.

Finish with both hands resting at sides.

Repeat waving hands like clouds with left foot stepping to the left side.

**Bass Drum**

Place feet in front/back position about one foot apart.

Shift weight gradually forward while moving hands around an imaginary bass drum and extend arms in full forward extension as weight arrives fully on front foot.

Bring your weight gradually backward as hands move back around bass drum.

Perform 9 or more front-back repetitions.

Conclude in resting pose.

Perform the same number with opposite foot stepping forward.

ADAPTED TAI-CHI MOVEMENTS



Part the Wild Horse's Mane

Stand with feet comfortably apart, knees slightly flexed and arms at sides.

Step left foot diagonally forward and lift right heel off floor.

Place hands in front of trunk as if you were holding a ball with the left hand on top.

Turn torso slightly as left hand arcs out and over shoulder to left.

Follow hand with your eyes as right hand arcs toward floor with palm down.

Step back into starting position and repeat on other side.



White Crane Spreads Wings

Stand in relaxed position with knees slightly flexed and arms at sides.

Step out with left foot and gently tap toe in front.

Circle both arms in front of trunk as if hugging a tree.

Pause. Return to start position and repeat on opposite side.

ADAPTED TAI-CHI MOVEMENTS

**Around the Platter**

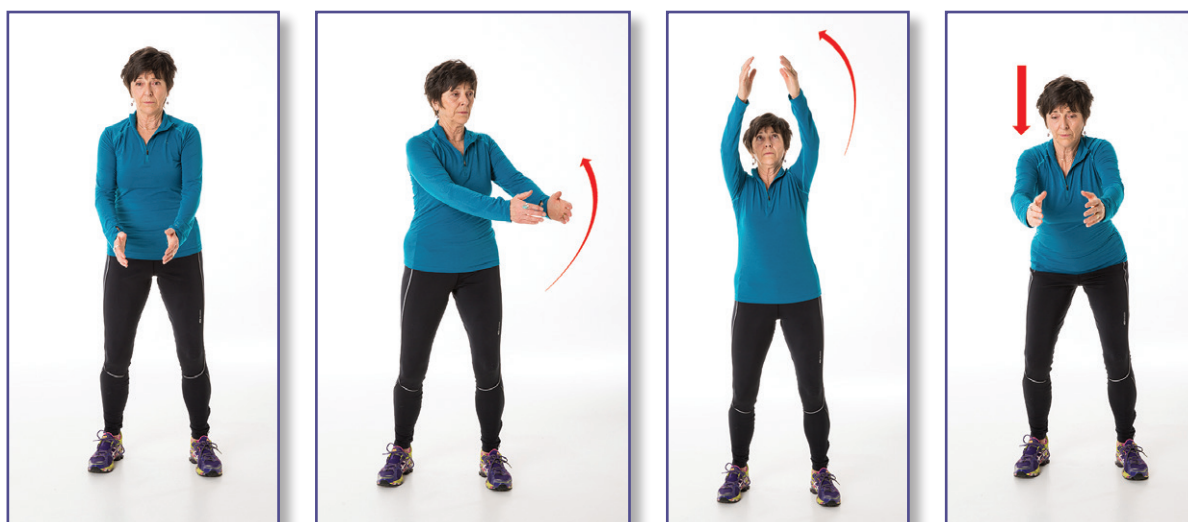
Place feet in front/back position about one foot apart.

Shift weight gradually forward while moving hands forward at chest level as if you are tracing the outer edges of a platter.

Extend hands around half the platter when weight has fully shifted to front foot.

Return weight to back foot as hands trace edge of platter back to beginning position close to the upper chest.

Fit Note: Imagine hands floating in heavy air. Elbows remain close to body.

**Halfway Around the World**

Stand in wide stance and plié gently with spine stretched tall.

Rub hands together, then hold them apart and imagine holding a ball.

Arc your hands to the left in a large half circle up to the sky over your head, then ease arms down into starting position.

Repeat to the other side.

ADAPTED TAI-CHI MOVEMENTS

Moving the Mountain

Stand with feet wider than shoulder width apart and knees softly bent.

Cross your arms in front of you and place right wrist against the back of left wrist, level with your neck.

Open both arms in broad, sweeping arcs, opening fully out to the sides.

Move arms downward in arc and bend knees as if you were sitting down, keeping back straight.

Move palms facing each other in downward arc.

Lift both hands up in front of you as if you were lifting a large heavy tub to chest level.

Stand up slowly as hands come up.

Shift your weight briefly to left foot and lift right foot closer to left foot.

Center weight directly over both feet as hands, palms up, rest at chest level.

Turn both hands over and press palms downward as if pushing a heavy object through a tub of mud.

Stand tall in resting pose with hands by your sides.

Stand quietly for a moment or two.



ADAPTED TAI-CHI MOVEMENTS

**Sawing Wood**

Stand with feet shoulder-width apart and rest your left hand on left hip.

Step left foot forward one foot and raise right hand in front, palms outstretched, at chest level.

Exhale and shift weight forward on left foot as right hand presses forward.

Inhale and shift weight backward to right foot as ball of left foot lifts off floor.

Practice movement with opposite foot in front.

Tai-Chi Walk (not shown)

Take steps in very slow motion and note each deliberate movement.

Pick up one foot and transfer your weight.

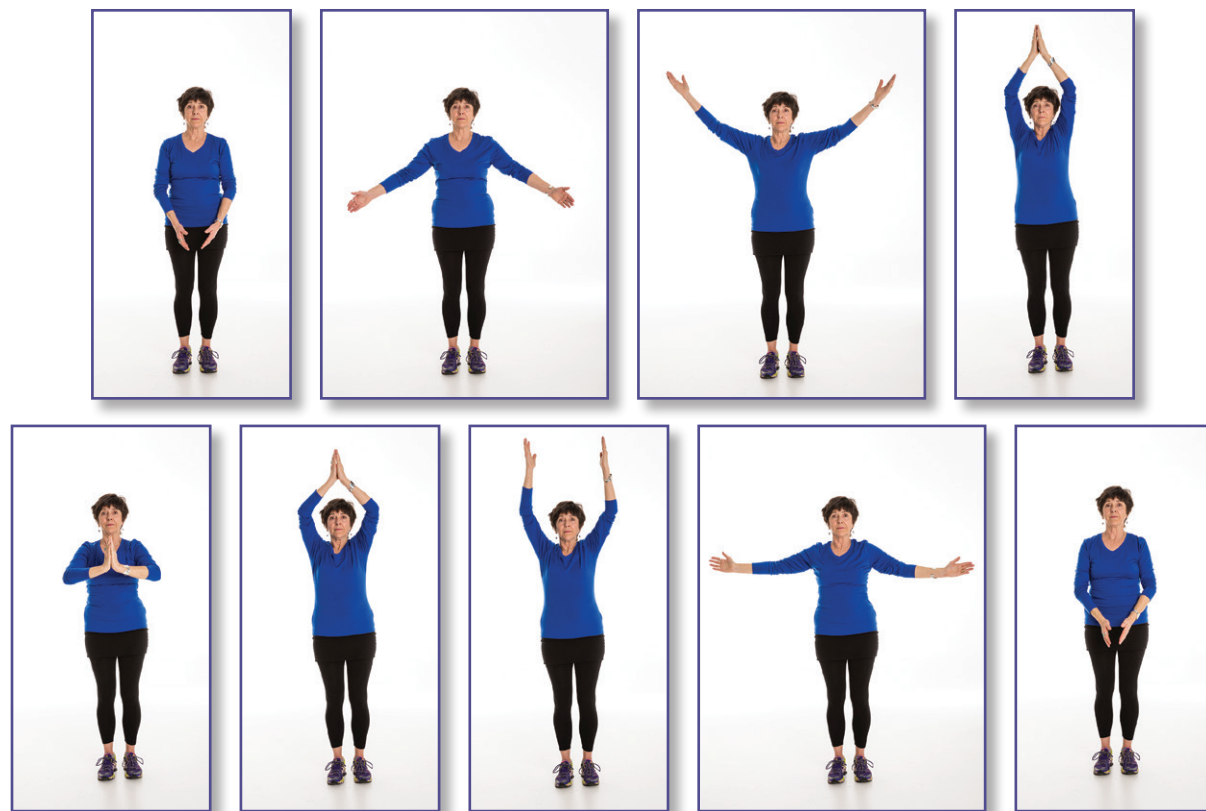
Place it down slowly.

Soften eyes as you focus in front of you.

Lift the knee up in the slow progression.

Fitnote: Each step should take 3–4 seconds.

BREATHING EXERCISES



Heart Breath

Stand or sit tall with arms down at sides.

Inhale and sweep arms out and up over head as high as possible.

Exhale and bring hands together in prayer position in front of heart.

Inhale and reach arms over head.

Exhale and bring arms down to rest at side. Repeat several times.



Breath of Joy

Stand with knees soft.

Inhale in three parts through the nose and gently swing arms up in front of chest, out in a T-formation, and up over head.

Let out a “HAAAAW” sound during exhalation.

Fit note: The arm motion helps fill all areas of the lungs with air. Minimize torso movement and move slowly if you have back issues.

BREATHING EXERCISES

MINDFUL MINUTES FOR BREATHING EXERCISES AND RELAXATION ACTIVITIES

Purpose: Brief exercises using purposeful breathing and relaxation activities can be tucked into the warm up and cool down activities in the class structure.

On Breathing

Introduction: Stop for a minute and take a deep breath into your belly, pause and slowly breathe out much like a sleeping baby whose tummy rises on the inhale and falls on the exhale. This example of abdominal breathing may not be something that adults do well naturally. Yet, deep breathing can strengthen respiratory muscles, flush out stale air and encourage a relaxation response. *Anyone can do it in spite of the fact that we tend to under-utilize the power attached to deep breathing.*

Add It to Daily Living

Deep or active breathing—the process of paying attention to your inhalation and exhalation while you are lying down, sitting, standing or walking promotes a focus on the present moment. Taking a breathing “pause” while in the grocery store, waiting for the computer to reboot or anywhere when you have a few minutes can make a difference, including:

- ▶ elicits the relaxation response
- ▶ improves management of chronic pain more easily
- ▶ reduces anxiety and mild depression
- ▶ enhances sense of personal control
- ▶ may improve sleep quality

A sampling of short breathing exercises that can be integrated into a class or personal schedule

Belly or Ocean Breathing

Sit tall with shoulders relaxed (drop your shoulders back and down into your back pocket)

Lay your open hands on top of your legs

Close your eyes and smile half way

Breathe deeply through your nose so that the abdomen expands first, followed by your chest

Exhale completely as though you’re “fogging a mirror” with your breath

Do a few of these breaths, then close mouth and continue to breath in and out of your nose

Pause between breathing in and breathing out

BREATHING EXERCISES

Fitnote: If you notice your mind wandering (such as musing what's for dinner) simply observe the thought without judgment and let it go like a passing cloud. Then, refocus on the next (peace, joy, love are examples) as you return to the breath cycle. Some people use a sacred word from their faith tradition that turns the deep breath into a prayer or meditation.

A second variation: Bring your hands to prayer position. As you inhale, move your arms straight out at shoulder level. Pause and exhale using the “fog the mirror” sound resembling the sound of the ocean tide as you bring your hands back into prayer position.

The 4-7-8 Relaxing Breath

Exhale strongly through the mouth, making a “whoosh” sound

Breathe in quietly through nose for a count of 4 with your mouth closed

Hold your breath for a count of 7

Exhale completely through your mouth sound for a count of 8 making a
“whoosh” sound to a count of 8

Inhale again and repeat the cycle three more times for a total of 4 breaths

Belly Button Breathing (for warm up walking or cool down walking)

Imagine that you are breathing in and out of your belly button

Pace your walking to the rhythm of your breath

Think “in” on the inhalation and “out” on the exhalation

Imagine good energy flowing in on the “in” breath and staleness expelling on the “out” breath

Fitnote: As every breath flows out of the body, imagine a gentle arc. As breath ends, think about the air looping back with the exhalation in a seamless circle.

*Mindful breathing is really just quieting yourself enough
so you can get in touch with your inner wisdom.*

GENTLE YOGA

**Modified Triangle**

Stand and place left hand on back of chair.
 Step back until right arm is extended.
 Keep left foot facing chair and right foot points forward.
 Inhale and raise right arm over head and wide.
 Exhale and hold position for 3–5 breaths.
 Repeat on other side.

Seated Gentle Turn

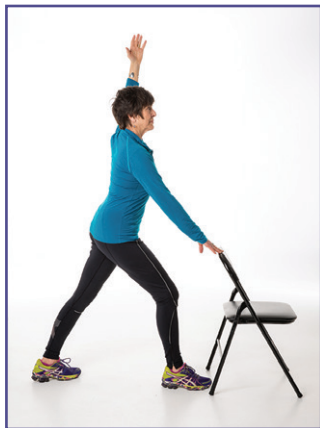
Sit toward front of chair, knees directly over ankles.
 Inhale and gently turn to right, leading with the belly and following with the heart.
 Place left hand on outer right thigh.
 Hold for 3–5 seconds and return to center.
 Repeat movement on other side.

**Cat Cow**

Sit tall on edge of chair.
 Inhale, arch back gently. Drop shoulders and look up (cow).
 Exhale, slightly round spine and drop head forward (cat).

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GENTLE YOGA



Warrior

Assume position as indicated in photo with back of chair as support.

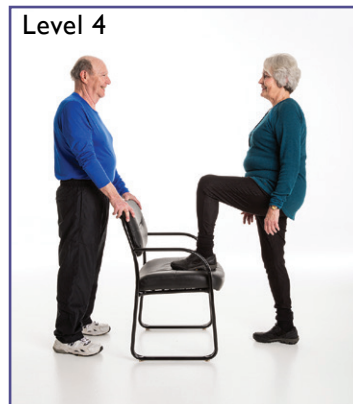
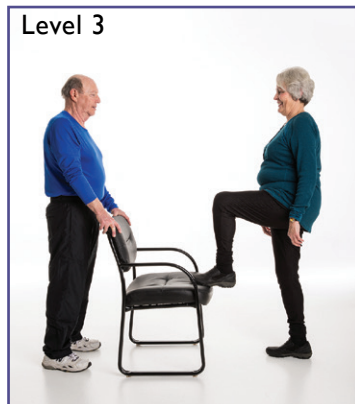
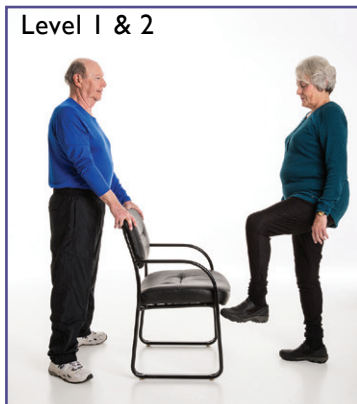
Stretch spine tall with chest open. Inhale and raise arm above head, palm facing in.

Hold pose for 3–5 breaths.

Exhale and lower arm to side.

Repeat on other side.

PARTNER POWER



Sole to Seat Exercise

Partner A holds chair and counts Partner B's repetitions in 30 seconds (Partner A can complete side-to-side steps, partial lunges, squats, calf stretches, etc. during the 30-second interval).

Level 1: Tap toe against mid-point of front chair legs with each foot as one repetition)

Level 2: Tap toe across to opposite chair leg with each foot.

Level 3: Tap toe on chair seat with each foot.

Level 4: Tap the entire foot on top of chair with each foot.

PARTNER POWER

Trust Mobile (not shown)

Partner A closes eyes while Partner B places hands on A's shoulders and walks him/her around the room by applying appropriate pressure to the shoulders. Neither partner may verbally communicate with the other. Reverse roles after several minutes.

Driving Test (not shown)

Partner A stands behind Partner B and places hands on B's shoulders. Partner B steers A around work-out area. Class leader calls out "Green" to speed up, "Red" to slow down, and "Blue" to change drivers. Avoid bumping other drivers.

Double Circle Mirror (not shown)

Form 2 circles, one inside the other. Everyone face a partner. On signal by class leader, the outside circle moves counter clockwise and performs an activity (march with arm movements, knee lifts, etc.). Inside circle mirrors whatever the partner does. On signal, everyone walks in place while outside circle moves clockwise to a new partner.

Make it different: face partners where Partner A shuffles right or left, switching directions as desired, while Partner B mirrors the movements.

**Horse and Buggy**

Partner A stands behind Partner B and wraps a resistance band around B's pelvic area. Partner A holds band and pulls to add slight resistance as B walks forward. Partners adjust resistance by talking to each other. Change places.

**Partner Squats**

Face partners and hold onto each other's forearms. Squat slowly backward, keeping knees and feet pointed forward. Lower until thighs are almost parallel to floor or to a comfortable position. Rise slowly back to start.

PARTNER POWER



Partner Press and Row (2 resistance bands)

Stand one in front of the other, connected by 2 taut resistance bands.

Partner in front steps forward and does a chest press forward.

Partner in back pulls back on band while “squeezing a penny” between shoulder blades (basic row).

Repeat 8–10 times. Switch places and repeat.



Standing Quad Stretch

Face partner and clasp hands for balance.

Clasp one foot with other hand and bend knee, keeping the knee away from the buttocks.

Hold 10–20 seconds.

Switch legs and repeat.



Making Sunshine

Class stands in a circle. Rub palms together to create warmth. Rub the upper back and shoulders of the person in front of you. Turn the opposite way and share the “sunshine” with the person behind you.

Partner Tree

Stand side-by-side and press palms together. Bend outside leg and plant foot to inner ankle (option 1) or inner calf (option 2) and hold. Extend outside arm up and point fingers to the sky. Hold 10–20 seconds. Stand tall and engage core.



Option 1



Option 2

GAME ON! WAYS TO KEEP MOVING IN A SMALL SPACE

Purpose: Games promote partner interaction, low impact weight shifting, strength and balance for variety, fun, challenge and social connection.

Precautions: Remind students to go at their pace and to rest whenever needed.

1. **Moving around the Room for Mixer** (music plays in background for warm-up)

Walk anywhere in class space and say “hi” and give a “high five” to people you meet.

Class leader calls out different body parts, such as:

- ▶ touch right elbows with someone, then keep on walking
- ▶ touch left elbows and keep on walking
- ▶ touch right knee carefully and keep on walking
- ▶ bump hips carefully
- ▶ touch right toes, etc....

Class leader calls out, “Join and walk with a partner” — up to 24 counts (step right, step left is one count)

Class leader calls out, “Face your partner and prance in place. Add a “clap your partners hands in front of chest 8–12 times, back away 8 steps, walk to partner 8 steps, add claps, etc...”

2. **Scatter Square Dancing** (music plays in background for warm-up)

Teacher calls out these simple instructions:

Walk the Lonesome Trail—walk anywhere in space by yourself

Promenade—walk with a partner

- ▶ Circle up “Two” — 2 people join hands and circle
- ▶ Circle up “four” — 4 people join hands and circle up
- ▶ Circle up “six” — 6 people join hands and circle up
- ▶ Circle up “eight”....
- ▶ Circle up all
- ▶ Turn toward the center and prance in place

GAMES

- ▶ Move into the center of circle and give a “big” yell
- ▶ Add your own variety of movement patterns to offer changes of direction and mingling opportunities

3. Play Baseball (warm up, mobility, agility)

- ▶ Have the participants in a circle facing toward the center while class leader calls out the following friendly commands for an appropriate response
- ▶ Straddle home plate and move your feet up and down
- ▶ Go to first base, return to home plate
- ▶ Go to pitcher’s mound and return
- ▶ Go to third base, fast pace
- ▶ Go to second base, slow pace
- ▶ Hit a home run and walk the bases, fast
- ▶ Walk around the bases the wrong way—third, second, first and home
- ▶ Make up your own calls for fun, variety and change of tempo
- ▶ Have the students, sing Take Me out to the Ballgame as commands are made

4. The Number’s Game (mobility, dynamic balance and working memory)

Introduce 5 simple movements one at a time.

- ▶ Marching in place
- ▶ Side step touch
- ▶ Knee lift
- ▶ Hot floor—quick scatter step on pretend hot surface
- ▶ Hamstring curls—alternating butt kicks

Perform 12–16 repetitions of each exercise before moving on to the next one.

Label each movement with a number:

1. Marching in place
2. Side step touch
3. Knee lift
4. Hot floor
5. Hamstring curls

Cue movement by number, not name

(Example: When you say, “Number one”, march in place)

Call out each number in sequence. Once everyone has learned movement sequence with numbers, cue numbers in random order. As students get more proficient, reduce number of repetitions.

5. **The One Minute Blitz or the 30-second Blitz** (Strength, endurance, power)

Choose an exercise (example: chair stand or high knee lifts with arm swing) and do it for 30 seconds or one minute. Encourage each student to perform the exercise in good form with no emphasis on speed or competition for getting the most repetitions.

Alternate a low intensity movement like walking in place, side to side stepping or sitting down and toe tapping for 30 seconds or one minute as a rest period. Repeat the chair stand or high knee lifts again followed by a 30-second rest.

If a participant does not want to finish a blitz, encourage them to sit down on an available chair and tap a heel or a toe for the duration of the blitz.

Fitnote: This is a great activity to emphasize movements that increase stamina or strength. Use student timers, make up frenzied names for common exercises and have some fun.

6. **Step Around the Clock** (Balance, strength, power)

- ▶ Stand in center of imaginary clock on the floor
- ▶ Step with right foot around the clock—12, 1, 2, 3, 4, 5, 6 and back to the center after each number
- ▶ Step with left foot around the clock—12, 11, 10, 9, 8, 7, 6 and return to center after each number

Make It Harder: Random Order: After students are comfortable stepping around the clock in sequence, class leader calls out a number in random order with 4 or 2 repetitions before next cue.

GAMES

7. What Time Is It?

- ▶ Stand in the middle of huge clock face, facing 12
- ▶ Class leader calls out a time and students transfer weight forward toward that number with one foot, then the other in a complete weight transfer
- ▶ As student's skill improves, call times in quicker succession

8. Partner Cool Down with Conversation Starters (Flexibility)

Choose cool down activities where you are holding stretches for 30 seconds; divide class into partners to have to enjoy these conversation starters while they hold the stretches:

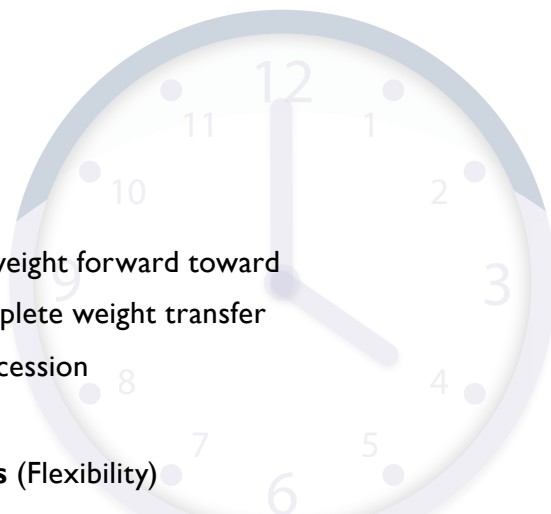
- ▶ What was your favorite thing to do when you were 10 years old?
- ▶ If a movie were going to be made of your life, which actor or actress would you pick to portray you?
- ▶ If you could write your own fortune cookie message, what would you say?
- ▶ What is the BEST advice you have ever been given?
- ▶ What is the (choose one—strangest, funniest, best) thing you have ever done for money?
- ▶ If you were to write your autobiography, what would the title be?
- ▶ If you had \$1 million to give away, to whom would you give it and why?
- ▶ If you were to be described as your favorite animal, which one would it be?
- ▶ Tell me about one of the happiest days of your life.

9. Musical Chairs (for leg strength, dynamic balance and endurance)

Place chairs in a line or circle.

Have participants start in sitting position, one in each of the chairs.

- ▶ Begin music to start the session where each participant stands up and moves to the left, sits down in the next chair, stands up and moves to the next chair
- ▶ Stop the music for brief rest breaks
- ▶ Change direction, add “freeze” when the music stops while participants
- ▶ Attempt to freeze in positions like taking a step or easing into a squat



10. “Play it Cool” Walking (Mobility, balance)

Breathe in and out of your belly button. Use your imagination to come up with other “walk as though...”

- ▶ Walk as though your feet were on slippery ice or a sea of marbles
- ▶ Walk as though you are blown by the wind or a gentle breeze
- ▶ Walk as though someone is tickling you
- ▶ Walk as though you are plowing through rough ocean water

11. Handshake Circle (Mobility and balance)

Bring the group into a large circle. Have each person take a partner, facing each other in single circle. Have them partners hold right hands.

- ▶ As the group starts to move partners walk away from each other with their left hands free to reach for the left hand of the person coming toward them
- ▶ Each person will weave in and out of the circle and shake right, then left hands
- ▶ Vary the walk: walk slow or fast, tip toe walk, wide stance walk or skinny-stance walk, short steps, long steps

12. Snake Dance (Mobility and balance)

Form a circle with participants facing into the circle with hands connected.

The class leader, lets go of one hand and walks along the inside of the circle, pulling everyone else long in a single file.

Keep going in circles that become smaller and smaller, forming a coil.

Holding hands, everyone turns to face out and uncoil until the pattern is dissolved.

13. Hot Potato! (Balance)

Participants stand in a circle facing each other, less than an arm’s length apart (no more than 4 participants in a circle).

- ▶ Pass a ball in clockwise direction until class leader calls “Change”
- ▶ Pass the in a counter-clockwise direction. Vary the height of the pass—above the shoulders, at the thigh level

7 - Directory

GAMES

- ▶ Make the potato “hot” by passing the ball as quickly as possible around the circle
- ▶ Add a second ball to increase difficulty. Reverse directions on the word “Change”
- ▶ Add balls of different weights if they are available

14. Balloon Volleyball (Balance with a large balloon)

Participants stand or sit in the same circle as listed in Hot Potato. Tap a balloon to one another as many times as possible before the balloon contacts the floor.

EXERCISES IF YOU HAVE A WALL



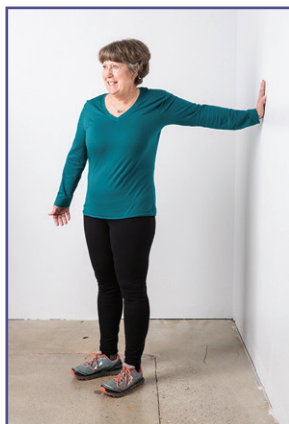
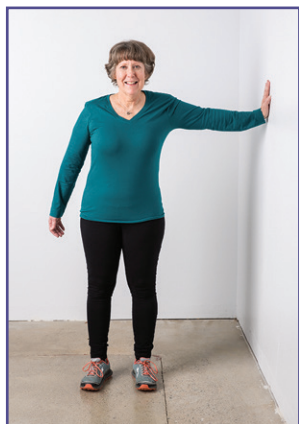
Wall Angel

Stand with back against wall, feet shoulder width apart. Slide down into a crouch with knees bent 90°. Press arms out to sides against the wall and slide arms up in an arc as if you are making a snow angel. Keep palms facing forward. Slide arms down to complete arc.

Forward Wall Climb (not shown)

- Stand with right side 6–10 inches away from wall. Place right hand on wall and ‘walk’ fingers up the wall. Turn head to left and walk fingers back down.
- Face the wall and walk right hand up the wall. Turn head to left and walk fingers back down. Repeat on other side.

WALL EXERCISES

**Chest Stretch**

Stand with left side arm's-length away from wall and place left palm against wall. Slowly turn body to the right to open up the chest. Hold for 10–20 seconds. Repeat to other side.

Goal Post Alternating Arms

Stand with back against wall. Raise one arm to shoulder height with elbow bend 90°, fingers pointing up, arm against the wall. Bend the other arm 90° with fingers pointing down, palm against the wall. Slowly rotate arms to switch positions. Repeat 5–10 times.

**Posture Pull-Down**

Stand with back against wall with arms raised overhead, palms facing forward. Slowly lower arms into a 90° 'goal-post' position. Repeat 5–10 times.

WALL EXERCISES



Single leg wall plank

Face wall around 2 feet away and place hands against wall at shoulder height. Lift one knee toward chest and press opposite foot into the floor. Press palms against wall, bend elbows out and look straight ahead. Hold 2–3 seconds and return to start position. Repeat with other leg.



Wall Slide

Stand with back against wall, feet shoulder width apart. Slide down wall as low as 90° keeping knees in line with ankles. Hold 5 seconds and slide back up the wall. *Make it harder:* Hold wall sit longer or slide one foot forward (pictured above).

WALL EXERCISES

**Wall Push-Up**

Stand 2–feet ways from wall.

Place hands on wall at shoulder height.

Stabilize torso and slowly lean forward into wall, bending elbows.

Press against wall and return to standing position.

Repeat 8–12 times.

Make it different: Perform exercise standing on one foot.

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Using Body Resistance**

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*"Aging is out of your control.
How you handle it, though, is in your hands."*

~Diane Von Furstenberg

8 - Exercise Sequencing and Selection

TOPICS AT A GLANCE:

- ◆ Sequence Criteria
 - ◆ Sample Exercise Sequences
 - ◆ Sequencing Template
-

There are hundreds of simple combinations that you can create with the FFP exercises. You may find some of the sequences in this chapter useful as you become comfortable with grouping exercises together. Consider the following criteria when you create your own sequences.








- ✓ Does the workout have an obvious purpose (warm-up, dynamic balance, etc.)?
- ✓ Does the sequencing encourage standing to help improve lower body function and reduce the risk of falls?
- ✓ Do the exercises move through the full range of motion (within reason)?
- ✓ Can the exercises be combined and made harder/different by adding arm actions and/or bands?
- ✓ Can all of the exercises be modified for various functional abilities?
- ✓ Does the sequence flow between exercises to keep participants moving?
- ✓ Is the sequence balanced between right and left, forward and backward?

8 - Exercise Sequencing and Selection

SAMPLE EXERCISE SEQUENCES

Type of Workout: Walking warm-up for mobility and range of motion

Fit Note: Quick posture check (chin and chest up, shoulders back and down, abdominals tucked in). Walk slowly in a circle if class space allows or walk in place. Complete 8–10 repetitions of the following exercises:

	Exercise	Page
	Head Turns	50
	Shoulder Circles	51
	Holding Up the Sky	53
	Arm Reach with Head Turns	52
	Toy Soldier Make it harder/different: Add arm reach; Lift support leg's heel off the floor 1/2" to 1"	58
	Ta-da Make it harder/different: Add side step, together with ta-da	62 65
	Wrist Circles Make it harder/different: Continue wrist circles, stand on one leg while the other ankle circles	56

8 - Exercise Sequencing and Selection

SAMPLE EXERCISE SEQUENCES

Type of Workout: Dancing warm-up/mobility

Fit Note: Begin with slow movements gradually increasing the range of motion and pace.

Repeat each exercise 8–12 times. Repeat the last five exercises of the sequence two times.






Exercise	Page
Circle in a Single Line Make it harder/different by adding:	
Swim Stroke	52
Walking Patterns and Upper Body Actions	62
Marching Arms	63
Rotating Revolving Goal Posts	54
Hot Floor Make it harder/different: Lift feet higher, move forward, back and side-to-side	66
Box Step Make it harder/different: Pretend to hold your partner and dance around the box	66
Waltz Step Make it harder/different: Sweep arms as you rise on toes. Hold the rise position every third step	65
Cha-Cha Make it harder/different: Increase the size of the lunge on the forward step. Add a gentle punching motion to the lunge	65

8 - Exercise Sequencing and Selection

SAMPLE EXERCISE SEQUENCES

Type of Workout: Speedy and Slow: Mobility and dynamic balance

Fit Note: Repeat each exercise 8–12 times. As skill improves, gradually increase the intensity by slowing the movements down or by lengthening the time in the hold position.

	Exercise	Page
	Ta-da Make it harder: Hold the position for 15–20 seconds	62
	Tai-Chi Walk Make it harder/different: Take six seconds for each step	103
	Side-to-Side Tic Toc Make it harder/different: Vary the pace; Tic hold, toc hold, etc.	68
	Tight Rope Walk Make it harder/different: Lift back knee to the side then place foot in front, or tip-toe	68
	Step-Together-Step Variations Make it harder/different: Replace the tap with kicks to the front, side, and back	65
	March with High Knees-Drum Major Arms Make it harder/different: March forward 4 counts and freeze on one leg	63

8 - Exercise Sequencing and Selection

SAMPLE EXERCISE SEQUENCES

Type of Workout: 30- or 60-Second Blitz. Balance for strength and balance using body resistance

Fit Note: Remind students to “listen to their bodies” and adapt any activity that may be too vigorous. Start with 30 seconds for lower intensity and 30 seconds for higher intensity. As skill level improves, work up to a 60-Second Blitz with a 30-second lower intensity movement between the blitzes to recover.

Exercise	Page
Higher Intensity (the blitz)	
Marching in Place with Arm Variations	63
Hot Floor	66
Sumo	77
Prayer Squat	70
Lower Intensity (recovery)	
Walking in Place	62
Toe Tapping: Sitting or Standing	61
Side step, Together, Step	65
Gentle Heel Raises (not pictured)	
Finger Talking	57






8 - Exercise Sequencing and Selection

SAMPLE EXERCISE SEQUENCES

Type of Workout: Balance and strength using body resistance

Fit Note: Focus on correct posture and keep knees behind and over toes. Stand behind chairs.

Repeat 8–12 times or hold for 10–30 seconds. Switch legs for the single leg exercises.

	Exercise	Page
	One-legged Squat Make it harder/different: Add a word game	71
	Chair Pose Make it harder/different: Circle wrists, gently wiggle backside	72
	Donkey Kick Make it harder/different: Count backward from 100 by 6	73
	Standing Sprinkler Make it harder/different: Alternate up and down with the person next to you	80
	Look and See Make it harder/different: Change the pace of the hand movement; Balance an object in your hand	73
	Sliding Leg Circle	80

8 - Exercise Sequencing and Selection

SAMPLE EXERCISE SEQUENCES

Type of Workout: Chair challenge for balance and strength using body resistance

Fit Note: Complete 8–12 repetitions for each exercise; as skill improves, repeat a second set.

Exercise	Page
The Clapper	71
Make it harder/different: When standing, lift heels off floor and pause	
Soccer Ball Roll - Right side of chair	71
Slow Leg Swings - Right leg	75
Plié with Heel Raise - In back of chair	79
Repeat Soccer Ball Roll/Slow Leg Swing Combo Left side of chair	
Hover Squat - In front of chair	70
Seated Single Leg Raises	78
Side Leg Lifts - Right side of chair	72
Trace a D with a Knee - Each leg, In back of chair	72
Side Leg Lifts - Left side of chair	72
Sit in chair and take several deep breaths	

8 - Exercise Sequencing and Selection

SAMPLE EXERCISE SEQUENCES

Type of Workout: Leg strength with bands

Fit Note: Stabilize the core and focus on correct posture. Begin by standing behind chair. Wrap band around the right leg and anchor with left foot. Repeat each exercise 8–12 times.



Exercise

Page

Knee Lift - Right leg
Make it harder/different:
Say the alphabet backward

86



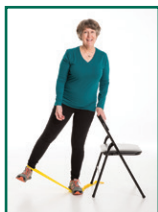
Hamstring Curl
Make it harder/different:
Count to 100 by 7's

86



Hip Lift - Right hip
Make it harder/different:
Name animals in alphabetical order

79



Side Leg Lift - Right leg

86



Toe Taps

87

Switch band to opposite leg and repeat all exercises

8 - Exercise Sequencing and Selection

SAMPLE EXERCISE SEQUENCES

Type of Workout: Walking cool down with stretch

Fit Note: Focus on correct posture. Begin walking in a circle.

Exercise	Page
Washing Machine	56
Chest Stretch	55
Cast a Friendly Spell - Slow	57
Sawing Wood	103
Upper Back Stretch	56
Standing or Seated Hamstring Stretch	60
Seated Hip Stretch	59
Finger Talk	57

8 - Exercise Sequencing and Selection

SAMPLE EXERCISE SEQUENCES

Type of Workout: Cool down in a chair

Fit Note: Perform 4–6 repetitions of each exercise, including each side of body.

Exercise	Page
Heart Breath	104
Seated Gentle Turn	107
Cat/Cow	107
Seated Hamstring Stretch	59
Seated Hip Stretch	59
Make it harder/different: Press bent knee toward floor and add arm hug	53
Leg Extension Stretch	59
Seated Quad Stretch	61
Foot Alphabet	62
The 4–7–8 Relaxing Breath	106

8 - Exercise Sequencing and Selection

SAMPLE EXERCISE SEQUENCES

Type of Workout: Tai-Chi cool down

Fit Note: Perform 4–6 SLOW repetitions of each exercise on both sides of the body.
Begin standing in place.

Exercise

Page



Hold Up the Sky

53



Pat on the Back

53



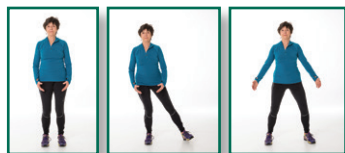
Part the Wild Horses' Mane

100



White Crane Spreads Wings

100



Moving a Mountain

102



SAMPLE EXERCISE SEQUENCES

Exercise

Page



Tai-Chi Walk with Conscious Breathing

103

Make it harder/different:

Take 6 seconds to complete one step



Heart Breaths

104



CREATE YOUR OWN!

USE THE TEMPLATE TO CREATE YOUR OWN SEQUENCE

8 - Exercise Sequencing and Selection

SEQUENCING TEMPLATE

Type of Workout: _____

Fit Note: _____

Exercise	Page
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SEQUENCING CRITERIA		
CRITERIA	YES	NO
Does the workout have an obvious purpose (warm-up, dynamic balance, etc.)?		
Does the sequencing encourage standing to help improve lower body function and reduce the risk of falls?		
Do the exercises move through the full range of motion (within reason)?		
Can the exercises be combined and made harder/different by adding arm actions and/or bands?		
Can all of the exercises be modified for various functional abilities?		
Does the sequence flow between exercises to keep participants moving?		
Is the sequence balanced between right and left; forward and backward?		

SEQUENCING TEMPLATE

Type of Workout: _____

Fit Note: _____

Exercise	Page
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SEQUENCING CRITERIA		
CRITERIA	YES	NO
Does the workout have an obvious purpose (warm-up, dynamic balance, etc.)?		
Does the sequencing encourage standing to help improve lower body function and reduce the risk of falls?		
Do the exercises move through the full range of motion (within reason)?		
Can the exercises be combined and made harder/different by adding arm actions and/or bands?		
Can all of the exercises be modified for various functional abilities?		
Does the sequence flow between exercises to keep participants moving?		
Is the sequence balanced between right and left; forward and backward?		

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